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ABSTRACT

These lesson plans are the result of two regional workshops sponsored by UNESCO in Indonesia in 1989 and Pakistan in 1991. The workshops focused on the need to introduce population education core messages in the Asia-Pacific Programme of Education for All (APPEAL). These prototypes of exemplar instructional materials for primary education, literacy and continuing education programs were developed and tested during the workshops. These materials can be used by different countries in the regions as possible types of materials that can be adapted to suit their needs. The table of contents shows two parts. Part 1, "Exemplar Teaching/Learning Materials from Indonesia," contains the following: (1) "Small Family Size for Family Welfare"; (2) "Delayed Marriage"; (3) "Responsible Parenthood"; (4) "Population Planning for Environment and Resource Conservation and Development"; (5) "Reorientation of Population-related Beliefs and Values"; (6) "Enhancement of the Status of Women"; (7) "Small Family Size for Family Welfare"; (8) "Delayed Marriage"; (9) "Responsible Parenthood"; (10) "Enhancement of the Status of Women"; and (11) "Delayed Marriage." Part 2, "Exemplar Teaching/Learning Materials from Pakistan," contains the following: (1) "Our Problems"; (2) "Our Population"; (3) "Family"; (4) "Teaching of the Holy Prophet Muhammad"; (5) "Implications of Population Growth"; (6) "Living Things and Their Environment"; and (7) "Shimim's Story." The book contains pictures to illustrate the different scenarios for small and large families. (EH)

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Integration of Population Education in APPEAL

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Volume Two Population Education in Universal Primary Education

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Volume Two Population Education in Universal Primary Education



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PART ONE

*Exemplar Teaching/ Learning Materials**

Before actually visiting the primary schools in Lembang, Bandung, a group of workshop participants prepared a detailed questionnaire intended for the teachers and principals of three schools selected by the Indonesian hosts. The questionnaire was aimed at collecting data on, *inter alia*, the following aspects of population education:

1. Availability of population education curriculum/syllabus in the school.
2. Nature and scope of population education content in the curriculum.
3. Subject breakdown of population education content, as follows:
 - i) Social Studies
 - ii) Science, Health and Hygiene
 - iii) Religious/Moral Education
 - iv) Languages
4. Adequacy of concepts included in the curriculum/textbooks.
5. Availability and suitability of pre- and in-service teacher-training.
6. Availability, sufficiency, suitability and use of instructional and supplementary materials on population education.
7. Major problems faced by teachers and principals in teaching population education.
8. Suggestions of teachers and principals to improve the teaching-learning of population education concepts.

* Indonesia

The group visited three primary schools: SD Jayagiri, SD Negeri Lembang V, and SD Negeri Cibodas and collected data from teachers and principals.

The following major observations were made based on the answers.

- Population education was integrated in the curricula of different subjects, including languages, social studies, religion, science, health and hygiene.
- Population education concepts were covered in the textbooks.
- Curriculum syllabus was not available in some schools.
- Most of the teachers were not trained in population education.
- Materials supplied to the schools were inadequate.
- Supplementary materials teaching population education was not always available.
- Teachers' guides, source books or manuals were not made available to the teachers.
- The teachers prepared their own supplementary teaching-learning materials for teaching population education.
- The population education content of the curriculum was considered adequate.
- The time allocated to population education was not enough.
- Questions on population education were included in the examination.
- The teachers collected the information required from various organisations to support the teaching of population education.
- As they lacked proper training, the teachers found it difficult to teach population education.

The teachers and principals identified their *needs* as follows:

- Training of teachers in population education.
- Preparation and availability of teachers' guides, manuals and source books.
- Provision of supplementary materials and audio visual aids (like posters, charts, etc.)

Based on the findings and the identified core-message and noting that all the core-messages need to go into the primary school curriculum, the sub-messages and major concepts and the level at which these need to be integrated, were elaborated upon and specified.

Materials were produced on the following topics.

- A-1 Family size can be planned.
- A-2 Delayed marriage has its advantages.
- A-3 Sons and daughters are equal.
- A-4 Excessive exploitation of natural resources adversely affects the ecological balance.
- A-5 United efforts of the young and the old for family security.
- A-6 Equal treatment of male and female in socio-economic, political and cultural activities.
- A-7 Family needs budgeting.
- A-8 Customs, traditions and laws affect the age at marriage.
- A-9 Sex education of children.
- A-10 The elders are an asset.
- A-11 The educated mother can better help in the total development of her children's personalities.

Core Message	: Small Family Size for Family Welfare
Sub Message	: Family size can be planned
Major Concept	: Family size can be planned by utilising family planning services
Objectives	: To develop an awareness about the role of medical services in planning family size.
Content	: 1. Spacing of children. 2. Institution/organisations providing family planning information and service for reducing birth-rate. 3. Role of health services in reducing mortality rate, particularly among infants. 4. Examples of countries where family size has been successfully planned and rapid population growth controlled.
Grade	: V-VI

Methodology/Procedure of Presentation

Flip charts have been developed for use in the class-room.

Questions of the class teacher

1. From where can you get information on planning a family?
2. Why do we space plants?
3. How can we have healthy children?
4. What should be the age gap between the children?
5. How can we reduce the mortality rate among children?
6. How can we keep the family small, happy and healthy?

Flip chart visuals

Visual 1
Married couple visit a family welfare centre.

Visual 2
Spacing of crops

Visual 3
Spacing of children

Visual 4
Space your children as you space your plants

Visual 5
Immunization

Visual 6
A happy and healthy family

Answers:

1. Family planning and welfare centres, hospitals, clinics and family doctors provide information on planning a family.
2. We get better and healthy crops by spacing the plants.
3. By spacing them and providing medical facilities.
4. At least 3 to 4 years age gap, to ensure good spacing.
5. By immunization, a balanced diet and proper medical facilities.
6. By spacing the children and acting on the service of family planning services.

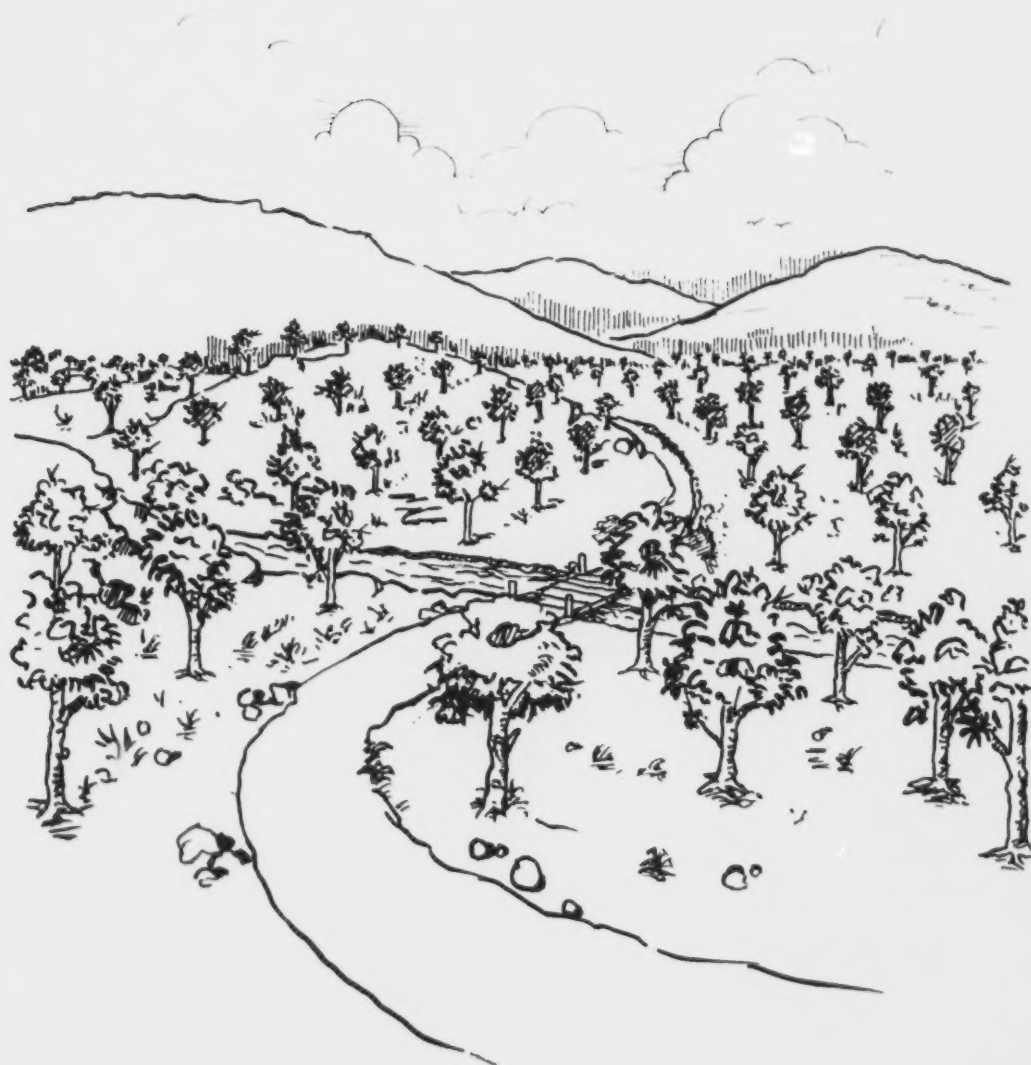
Suggested Activities

- a) A visit of the family planning officer in the class to inform the pupils regarding the importance of planning a family and that family services being provided by his organization.
- b) A visit of the doctor in the class, to inform the pupils regarding the prevention of certain diseases and the importance of immunization.

PLAN YOUR FAMILY
SPACE YOUR CHILDREN
REDUCE MORTALITY

Family Planning Organisation





SPACING OF CROPS



BIRTH SPACING IS
GOOD FOR MOTHER AND
THE CHILD



SPACE YOUR CHILDREN
AS YOU SPACE YOUR PLANTS

REDUCE MORTALITY
SPACE YOUR CHILDREN
PLAN YOUR FAMILY
Health Service Organisation





HAPPY and HEALTHY FAMILY

Core Messages	: Delayed Marriage
Sub Messages	: Delayed marriage has advantages.
Major Concept	: Delayed marriage helps in achieving a small family size, and in improving the health of the mother and the children.
Grade Level	: Primary School, Grade 5 to 6
Type of Materials	: A story and visual aids.
Content	: Advantages of delayed marriage.
Objectives	: To develop an awareness of the following: - the advantages of delayed marriage. - the disadvantages of early marriage, to the mother, the baby or both. - how educated mothers (parents) can contribute to the quality of life of the family as a whole.
Overview	: Fuller physical growth of a woman is assured by delayed marriage. A woman who marries late is physically, emotionally and mentally more mature to understand and respond effectively to the needs of the baby, before and after delivery. An educated woman is economically self-reliant and thus contributes to the economic well being of the family. She is in a better position to contribute more to the society through her active participation in social, cultural, economic and political activities. Late marriage reduces the fertility span and, if accompanied by the adoption of contraceptive methods, can help to better space the birth of children and to reduce fertility.

Teaching Techniques:

- 1) List various components of the *quality of life*
e.g. : Education, environment.
Employment and earnings
Food and nutrition
Health and housing
Family resources
- 2) Explain the following:
Q. What is delayed marriage?
A. Marriage in the mid-20's is considered as delayed marriage.

Q. What is the ideal age at marriage?

A. The ideal age at marriage is between 20 and 25 years.

3) Advantages and disadvantages of delayed marriage.

a) Advantages of delayed marriage.

- fewer children
- well-spaced births
- healthy mother and children
- peaceful and happier life
- less wastage of food
- more attention to a fewer number of children
- older parents are more mature

b) Disadvantages of early marriage.

- many children under one roof
- early aging of parents due to added stress
- disharmony within the family due to large size of the family
- less individual attention to children resulting in lack of love and care
- sometimes a mother and her daughter become pregnant during the same period leaving no one to look after them during pregnancy.

c) Delayed marriage provides more opportunities for higher education, employment and social life, for both men and women.

4) Read the story to the children and discuss.

5) Show the visual aids. Explain and discuss.

6) Suggested activity:

- Divide the class into two groups.
- Ask one group to list the disadvantages of early marriage and the other group to list the advantages of delayed marriage.
- Ask each group to report what it has listed.

CHOICE OF TWO SISTERS

Amina and her sister, Sheereen, were born one year apart. Both of them went to the village primary school until they were thirteen years old. Their father allowed them to continue their education, if they were interested. Amina did not want to continue her education, but Sheereen took the offer and decided to become a nurse. Amina was an exceptionally beautiful girl and at an early age she had many admirers. She ignored them all and finally accepted a young teacher's proposal in the village for marriage.

Sheereen finished her primary education and joined a nurse's training programme. During the period when Sheereen was attending the nurse's course, Amina got married. Sheereen was able to complete her training by her eighteenth birthday. She decided to get a job in her profession, and gave herself time to plan for her marriage. She got a job in a hospital in another village away from her house.

During her preliminary work in the hospital, she met a handsome young man named Muslim, and fell in love with him. She dated him for one year. Muslim was working as a doctor in the same hospital. Since both of them had a steady income, they were able to save enough money to buy the things they would need to set up a good home when they got married.



Sheereen's parents were very happy to know that she had decided to settle down. The young couple then came to Sheereen's home and asked for the permission of her father. Sheereen's father was very happy and proud of his daughter's choice and gave his blessings.

Sheereen and her husband were mentally and physically mature. They were educated and were aware of the problems of a large family. They wanted to have only two children so that they could look after them properly and give them a good education. As planned, they had two children – a boy and a girl who enjoyed a comfortable life, had a good education, and had educated parents.

Amina, on the other hand, had problems. She and her husband were having difficulties attending to their children. She had delivered almost every year since her marriage and was now the mother to seven children. She had become really weak, her body needed rest. She found it difficult to attend to and provide for her children's basic needs, such as their education, food, health and clothing. This was because she was sick most of the time. Sheereen got worried about Amina's health and family situation. She started to do some serious thinking.



Questions:

- 1) In your opinion, what is Sheereen thinking of?
- 2) If you are to get married, whose example will you follow and why?

VISUAL 1

Early marriage in the early teens.



Delayed marriage in the late twenties.



VISUAL 2

Early marriage results in larger families.



Delayed marriage results in smaller families.



VISUAL 3

In an early marriage, not all the children get a chance for education.



In a delayed marriage, all the children can be educated.



VISUAL 4

In an early marriage, family earnings have to be shared among many.



In a delayed marriage, family earnings are more adequate for the family's needs.



VISUAL 5

Early marriage results in more problems related to nutrition and health.



Delayed marriage improves the chance for adequate nutrition for the family.



VISUAL 6

In a delayed marriage, more time is available for work and leisure.



Early marriage results in more work for the mother and the older children.



Core Message	: Responsible Parenthood
Sub Message	: Sons and daughters are equal.
Major Concept	: Equal treatment and opportunities for sons and daughters can improve the quality of life of the family and the society.
Content	: Sons and daughters need equal treatment by their parents.
Objective	: To develop an understanding and appreciation of the importance of boys and girls.
Materials	: 4 pictures
Time Required	: 1 hour
Subject/grade	: Social studies. Grade 5

Procedures

Step 1 Build a story from the pictures

The teacher says : " I have some pictures to show you. We are going to build a story based on the pictures."

The teacher shows the first picture. The students try to make a story with the help of the teacher.

The teacher does the same for the second, third and fourth pictures.

Step 2 Develop the students' value of their parents' treatment of them.

Divide the students in 4 groups. Each group is given a picture. Let each group discuss the members' reactions to the picture. If they like it, explain why. If they dislike it, ask how they would want the story to be. Each group then reports to the class.

Step 3 Review the needs of the children and the treatment they prefer.

The teacher asks, "Do these pictures show different treatment by the parents of their sons or daughters? Please think and write your own needs and the treatment you would like to receive from your parents.

Each student does this exercise. They should cite 7 to 18 answers.

Step 4 Needs of sons and daughters.

Divide the students into 2 groups, boys and girls. Let the members of each group identify their needs, citing no more than 10 answers. Each group then reports to the class.

Step 5 Sons and daughters need equal treatment

The teacher discusses the equal needs of sons and daughters and provides appropriate guidelines. The conclusion is drawn with the help of the class, stating that "Sons and daughters need equal treatment by their parents. When we become parents ourselves we should treat our sons and daughters equally".



Daughters are often left to do most of the household chores



Sons and daughters should be given equal attention.



Sons and daughters should be given equal nourishment.



Sons and daughters should receive equal opportunities for education.

Core Messages	: Population Planning for Environment and Resource Conservation and Development
Sub Message	: Excessive exploitation of natural resources adversely affects the ecological balance.
Major Concepts	: Sustainable development requires planned exploitation of resources without destroying the environment.
Contents	: Factors of environmental deteriorations : deforestation, industrialisation, urbanisation, etc.
Objectives	: To develop an understanding that excessive use of physical resources affects the environment.
Materials	: 8 posters
Grade	: 5 (primary level)
Time Required	: 90 minutes

Procedures

Step 1 The teacher informs the class that rapid population growth and increased demand for resources result in the deterioration of the environment.

The teacher cites what is happening in the city, where many factories are being built, there are too many vehicles, and waste and garbage abound. Deforestation and for fuel and other commercial purposes is happening at an alarming rate. Discuss the causes and consequences of environmental degradation.

Step 2 Break the class into four groups.

Each group consists of 4 to 10 students. Group 1 discusses the causes and consequences of industrialisation. Group 2 discusses the causes and consequences of poor transportation. Group 3 discusses waste problems, their causes and consequences. Group 4 discusses the causes and consequences of deforestation.

Each group attempts to solve the problems.

Step 3 Groups report their findings to the class.

The results of the group discussions are reported to the class. The teacher leads the discussion and helps the students draw their conclusions.

Rapid population growth means an increasing number of people whose needs have to be met. More factories are being built to produce goods.

This has resulted in air pollution, river pollution, increased problems of waste and garbage, and so on.

- Because of too many vehicles emitting smoke which contains CO₂, air pollution has increased.
- Waste products from some factories are thrown into the rivers, and garbage is thrown in the streets, making the city dirty. This results in health hazards and diseases.
- To fulfill our growing needs forests are being felled at a rapid rate. Excessive deforestation causes floods and makes the land infertile.

Step 4

Teachers' comments:

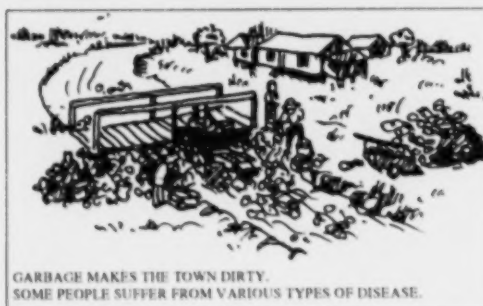
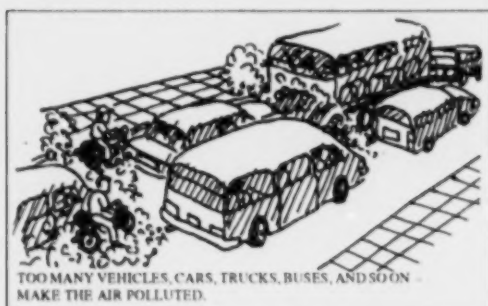
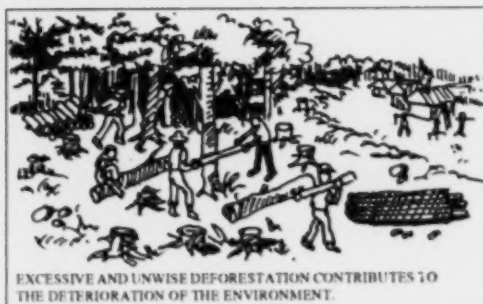
What should we do to avoid environmental deterioration ?

Private individuals, the community and the government have a responsibility to conserve and improve the environment. We should encourage kitchen gardening and school gardening to make our environment green and healthy. The community must actively protect and preserve the environment. Unwise logging must be stopped.

Step 5

Evaluation

FACTORS OF ENVIRONMENTAL DETERIORATION: INDUSTRIALISATION, DEFORESTATION, POLLUTION, URBANISATION, ETC.



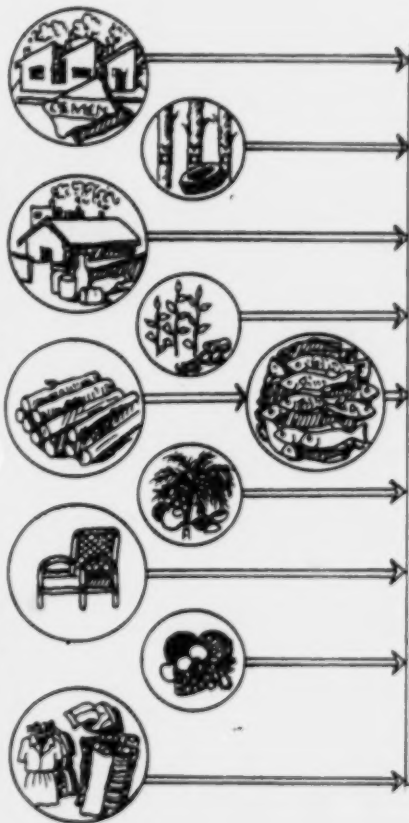
WHAT ARE WE DOING:



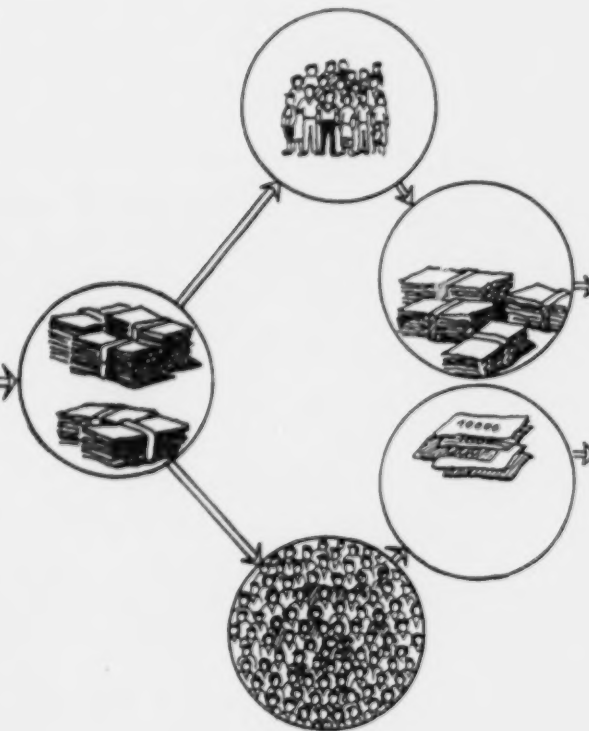
ACTIVE INVOLVEMENT OF INDIVIDUALS AND THE COMMUNITY IN THE PRESERVATION AND RENEWAL OF THE ENVIRONMENT



PLANNED FAMILY



PLANNED POPULATION GROWTH



UNPLANNED FAMILY





HAPPIER PEOPLE



UNHAPPY PEOPLE

SMALL FAMILY



PROSPEROUS
and
HAPPY

Core Messages	: Reorientation of Population-related Beliefs and Values.
Sub Message	: United efforts of the young and the old for family security.
Major Concepts	: Reciprocity between children and the elders in caring for one another enhances mutual love, family unity and security.
Objectives	: To develop an appreciation for greater co-ordination and unification of efforts of the young and the old for family security.
Contents	: 1. Responsibilities of the young to their elders. 2. Promotion of family harmony.
Grade	: 5 to 6

Situation I :

Father, mother, one son, Shambhu 25, and one daughter, Indu, 20 .

Father works on the farm.

Mother is a housewife.

Son is working in a government office.

Daughter is a university student.

Shambhu completed his education and got a job in a government office. His parents are looking for a wife for him, but he does not like his marriage to be "arranged" by them. He would like to marry a girl whom he knew from his college days. She is educated, has a job and the potential to contribute to a happy family life. Both have reached the legal age at marriage. Shambhu respects his parents very much and does not want to hurt their feeling by marrying a girl of his choice, without their approval. His parents do not know that he has already fallen in love with another girl. Shambhu is sad.

Shambhu discusses his problem with his sister, Indu, and asks her help in convincing their parents to permit him to marry the girl of his choice.

She talks about the problem to her mother and convinces her. She then discusses the situation with her husband, who initially gets angry and refuses to accept his son's choice. Later, she persuades him, saying, "Now we look after our children. When we grow old and are incapacitated, in turn they will look after us. Shouldn't we accept someone more acceptable to our son ?" With his parents' consent, Shambu marries the girl of his choice.

Situation II :

Father, mother and a daughter, age 22 years. She completed her education at the age of 21 and now works as a teacher.

Having reached the legal age at marriage, she decides to get married with a boy from another caste. She asks for her parents' permission. They refuse to accept her decision and put all restrictions on her movements. Rita is upset but could not do anything against the wishes of her parents. She marries a boy whom she does not know nor love.

Situation III :

Grandfather	-	65 years old
Grandmother	-	63 years old
Father	-	45 years old
Mother	-	43 years old

There are two daughters, Renu and Geeta, age 21 and 18 years, respectively. Renu has finished her college education and is looking for a job. Her grandparents and parents would like her to marry as soon as possible to relieve them of the burden of a young daughter at home. They look for an educated and employed boy and arrange for his marriage to Renu, without discussing it with her. Renu is very upset. She is in love with another boy, a classmate in college, and wants to marry him. She tells her parents about her love. This makes them angry. They think that it would be like death if the other boy's parents get to know about Renu's love affair. They have a big argument, but neither the parents nor Renu would give in. One night Renu runs away with her fiancé and gets married in a temple.

Guideline for the teacher

1. The teacher divides the students into three groups and asks them to discuss a specific situation and their views about relevant courses of action. The children must explain their preferences.
2. The teacher explains to the students the moral values involved in the three situations and leads them to the conclusion that the united efforts of the young and the old ensure family harmony and security. It is preferable to delay marriage, making married life a choice for mature people to make.

Core Messages	: Enhancement of the Status of Women.
Sub Message	: Equal treatment of male and female in socio-economic, political and cultural activities.
Major Concepts	: Men and women have equal rights and responsibilities.
Content	: Equal opportunity for women in all fields: educational, economic, social, political and cultural.
Idea	: Prominent women in the Asia-Pacific region and their roles.
Grades	: 5 - 6
Subject	: Social Studies
Time Required	: 45 minutes

A write-up about the lives of prominent women. The learning materials consist of :

1) Portraits; 2) Video tapes; 3) Questions on the contents; 4) Explanations for teachers; 5) Conclusion.

1. Present the lives of prominent women in different careers: a teacher, a doctor, a politician, an artist, and an athlete. We know them through newspapers. They are prominent. Some are internationally known, like Mrs. Indira Gandhi, Mrs. Bandaranaike, Mrs. Aquino, Mrs. Bhutto, Mrs. Nguyen Thi Binh, the women champions in the 1989 SEA Games, or the teacher-winners of the Kovalevskaia prize, women pilots and cosmonauts, and so on.

The teachers may select from among the prominent women in their respective countries. They may include

- teachers
- representatives in the National Congress/Parliament.
- famous pianists/artists/musicians
- champions in the 1989 SEA Games.

These women represent the talent and ability of women in different, sometimes difficult, areas.

2. Photographs of the selected prominent women may be used.

Showing one portrait after another, the teacher asks the students some questions, such as:

1) Do you know her (her name) ?

1. A prominent teacher

- 2) What do you know about her life ?

(Office, age and working position)

- 3) What do you know about her level of education and competence in her field ?

(teacher, stateswoman)

- 4) What do you know about her achievements?

- 5) What can you say about her relationship with the students (in case she is/was a teacher), with the people (in case she is/was a politician), with her colleagues (in case she was a representative), and so on.

(This question demands the utilisation of films, videos or slides presenting the women's activities and their relationship with their professional associates.)

- 6) What do you know about the life (or the family life) of these distinguished women? (her husband, children, her family management, etc.)

- 7) What do you think about the role of prominent women ?

- Are their roles easy to follow ?
- Discuss the relationship between the work, career and family life of prominent women.

3. Explanation of questions (for teachers).

- 1) The teacher identifies the women in the portraits, providing information about their professions and positions.

- 2) The life of prominent women.

- Her office : Municipal Theatre
- Her age : The teacher may not know this, but she can ask the children to find out by consulting available literature or by asking their parents.

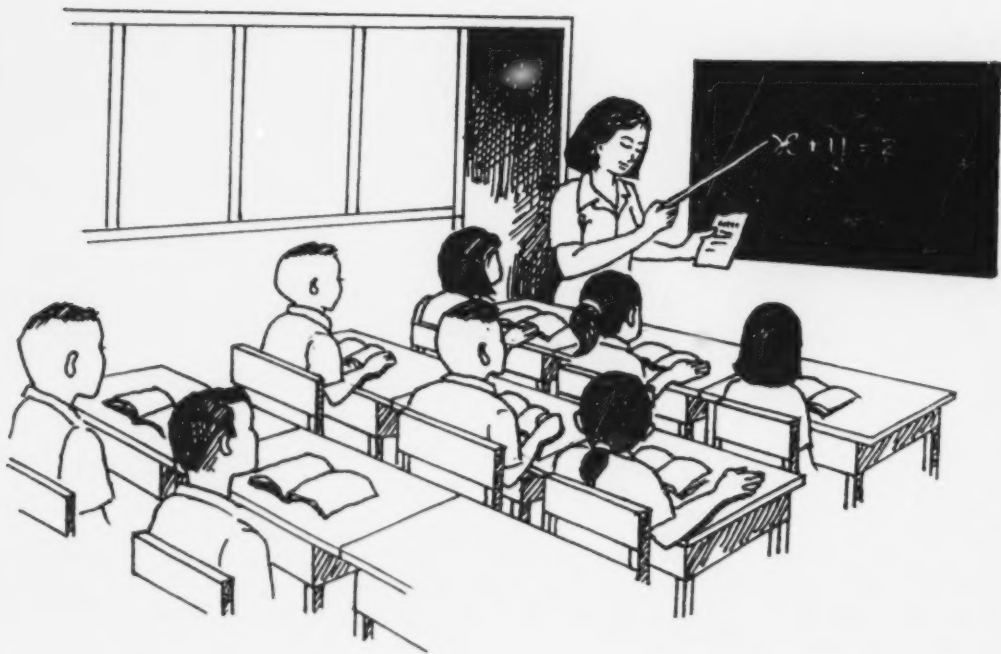
2. A representative in the National Congress

3. A pianist

4. A champion in the 1989 SEA Games

- Her professional background, eg.
 - + She was a student in secondary school from to
 - + She was a student in University from..... to
 - + She became Director of the School X from..... to.....
 - + She was Minister from..... to.....
- 3) Her studies or professional activities.
 - Her period of study in secondary school and in university
 - Her research work (teacher), ability to manage (Minister), or her exercise programme (artist, athlete)
- 4) Her performance or achievements
 - Her main achievements in her profession : prize-winning work, prizes, and decorations.
 - Some examples of distinguished persons.
- 5) Her associations with people

Why must we pay attention to this aspect ? Because by studying this, we can appreciate the attitude of the people towards prominent women and the effects of their achievements. Base the answers on the film or video shown.
- 6) Her family life
 - The artist and the athlete are young and unmarried. They live harmoniously with their families.
 - The teacher and the stateswoman pay attention to family management, particularly in the education of their children. The people agree that their children are well educated.
- 7) The role of women :
 - Equal opportunity to women in all fields.
 - Their achievements are not easy and simple. They must study with vigour and exert more effort to become prominent. They must avoid discrimination between the sexes, to achieve their aim.
 - Because they are women, they are expected to rationally manage their family, have a harmonious family life, and become winners in their careers.





Core Message	: Small Family Size for Family Welfare
Sub Message	: A Family Needs to Budget
Objectives	: To develop an awareness of the relationship between family needs and family income.
Content	: 1) The need to limit expenditures within the family's resources. 2) Comparison of the sharing of available resources in a large family vis-a-vis a small one.
Method/Format	: Script for radio/audio production
Target Audience	: Out of school children and class VI
Format	: "Feature"
Learning Activity	: Listening to radio/audio recorded production. (Situation – A market – voices of shopkeeper and people in the background) (Sound of motorbike – fading out and stops) (A voice from a distance)

- Ahmad : Oh my friend, Bashir, where have you been ? We haven't seen each other for a long time.
- Akbar : I've been very busy.
- Ahmad : Whenever we meet you say, "I've been very busy. What is in this basket ?"
- Akbar : Vegetables
- Ahmad : So much ?
- Akbar : Yes. I need them. What are you going to purchase ?
- Ahmad : I have ordered meat.
- Akbar : Must be expensive.
- Ahmad : Yes, but I am taking only half a kilogram. That is sufficient for my family.
- Akbar : How much did you pay for the meat ?
- Ahmad : Only rupees 15
- How much did you pay for the vegetables ?
- Akbar : Rupees 20.
- Ahmad : Please wait. Let me take the meat.
- (Ahmad goes. A boy selling fruit comes)
- Fruit Seller : Fruit, sir.
- Akbar : No. I don't need any fruit.
- Fruit Seller : Very good fruit, sir. See the banana ? Very good quality, very cheap.

Akbar : I have told you – I don't need it.

(Ahmad comes).

Ahmad : Let us go.

Akbar : Yes.

Ahmad : We have not seen each other in a long time. Let us have tea together.

Akbar : Good idea.

Fade in music (Change of scene from the market to a nearby tea shop)

Sound effect (Restaurant situation). Music fades out

Ahmad : Come on, sit here.

Akbar : It is a good tea shop.

(The waiter comes)

Waiter : Sir, what would you like to have, tea or a cold drink ?

Ahmad : Tea, very hot.

Waiter : Alright, Sir.

(Waiter goes)

Ahmad : What is the matter ? You look weak.

Akbar : Do I ?

Ahmad : Yes.

Akbar : Ahmad, you know I have to work very hard. I work in the evening too, because I need more money to meet family expenditures.

Ahmad : But you get a handsome salary from your job.

Akbar : No doubt. But I cannot meet the needs of my family with my salary. You know that I have six children and I have to meet their requirements for food, clothing, shelter, education and at times, medicine.

Ahmad : How much are you earning, including your additional income from working in the evening?

Akbar : Rupees 2000

Ahmad : My income is also the same.

Akbar : Yes, I know, but you have fewer burdens. You have a small family. I have six children, plus myself and my wife.

Ahmad : It must be very difficult for you to budget your expenditures.

Akbar : You are talking about budgeting expenditures ? You know, sometimes I have to borrow money from my father in the village.

Ahmad : You can manage if you try. Do you know my brother, Bashir ?

Akbar : Yes, I know him very well.

- Ahmad : He has also a big family of seven members, but he is able to meet all the needs of his family within the same income, Rupees 2000.
- Akbar : How is it possible ?
- Ahmad : It is possible. You know when Bashir gets his salary, he discusses every item of expenditure with his wife. Both of them prepare the budget for the whole month.
- Akbar : Really ?
- Ahmad : Yes. His family members do not waste or over spend. They stick to their budget.
- Akbar : My wife does not prepare any budget and we can hardly meet the needs of each and every member of the family.
- Ahmad : Same with me. My wife also does not prepare the budget. Sometimes she even asks for money to buy jewelry, which I cannot afford.
- Akbar : In your case, it is not difficult. You have a small family. If you calculate, each member is getting a share of Rupees 500. In my case, each one of us is only getting a share of Rupees 25.
- Ahmad : No doubt about it. Any how, you must look after your health.
- Akbar : Yes, I must. But I have to work more, to earn and to add to my income, so that I can meet expenditures on food, shelter, health and education.
(Waiter comes and speaks)
4 Rupees sir.
- Akbar : I will pay the bill.
- Ahmad : No, I will pay.
(Ahmad pays the bill and speaks)
It was nice meeting you after a long time.
(Music up and fade out)

Questionnaire to be used by class teacher

1. : What are the needs of a family ?
2. : How can we meet these needs within the family's limited income/resources ?
3. : Which family can better fulfil its needs within a limited income/resources – a small family or a big family ?

Core Message	: Delayed Marriage
Sub Message	: Customs, traditions and laws affect the age at marriage.
Major Concepts	: Different societies and communities have different customs and traditions, which encourage or discourage early marriage.
Grade	: 5 or 6

What is marriage ?

Marriage is a contract between a man and a woman.

Couples intending to marry should ensure that they are in a position, in all respects, to get married. They have to be fully mature (physically, mentally and emotionally) to look after the children and rear them properly, so that when they grow up, they can contribute to the welfare of the society.

Beliefs, customs and traditions.

Beliefs, customs and traditions differ from community to community and from country to country. The age at marriage also differs from country to country. In some societies or communities, early marriage is encouraged for various reasons. In other cases, delayed marriage is encouraged to help ensure an improved quality of life for the family and the society.

In some communities/groups, marriage is normally arranged by the parents, according to local customs and traditions. People in modern societies, however, do not subscribe to the idea of arranged marriage.

Families or parents who arrange early marriages claim that they do so to benefit the family and to ensure the security of their daughter. Sometimes marriages are arranged in order to keep family property intact.

Realising that early marriage affects the quality of life of the people, particularly in the developing countries, most countries in the region have enforced laws prescribing a minimum age at marriage. This often ranges from 20-25 years.

Unaware of the advantages of delayed marriage, some individuals and families rush into marriage, bringing about difficulties and problems, particularly for the young couple.

Disadvantages of early marriage

Early marriage often results in a large family size, adding further burdens to the family. Most young mothers do not know how to take care of their children, compelling their parents to assist them. Therefore, the young couple's dependence on their parents continues. Over-crowding in the family and other problems magnify. The young parents often cannot continue to pursue their education as they have to assume responsibilities to look after the family.

Marriage arranged against the couple's choice and before the legal age at marriage is often unhappy because of the couple's immaturity and mutual dissatisfaction. The marriage usually ends in divorce. While the divorce itself may not be a problem for the couple, it often causes great suffering for the children, who are affected by the withdrawal of love and care and are deprived of a secure source for their basic needs. In many societies, divorce causes tremendous problems for the woman, who may be neglected for the rest of her life.

Let's take the case of Maldives. Maldives has a very high divorce rate. According to the 1987 Statistics Year Book, around 80 per cent of marriages solemnised in 1985 and 1986 ended in divorces. The high incidence of divorce is a major hindrance to improving the quality of life of individual families and the community as a whole.

Early marriage is common in the Maldives. Girls marry at the age of 15 to 17 and boys at the age of 20 to 25, when neither is physically and mentally mature.

According to the law, everyone, especially men, has the right to marry and divorce as many times as he or she wants. This leads to a high divorce rate and consequently a high population growth rate. However, women, even though they are divorced, are not neglected in the society.

The following table shows the 1985-1986 marriage and divorce rates in Male, the capital of Maldives:

Marriage and Divorce Rates in Male, 1985-1986

Age group of bride and bridegroom	1985		1986	
	Marriages	Divorces	Marriages	Divorces
15 and over	2,228	1,928	1,812	1,467
15-19	557	238	328	205
20-24	759	579	604	482
25-29	412	412	375	281
30-34	202	208	192	168
35-39	101	108	87	118
40-44	56	142	80	86
45-49	63	89	64	63
50 and over	74	152	82	64
Unknown	4	-	-	-

Statistics Year Book 1987 (Maldives)

The major reasons for the high divorce rate are the couple's immaturity and the consequent lack of understanding between husband and wife.

Here is a play which describes some of the reasons why husbands and wives separate and how it affects the child.

Family Relations

(A Play)

Azeeza is putting Raamiz, her 8-year old son, to sleep. They are on a big swing. Raamiz's head is on her lap. Azeeza is complaining because Raamiz does not seem to want to go to sleep.

Raamiz : Mother, you are not very kind to me any more.

Azeeza : (Angrily) Raamiz, go to sleep !

Raamiz : You never spoke like that to me before, mother.

Why are you angry with me now ? I am very sad. You and father don't talk to each other. Why haven't you been talking to each other ?

Azeeza : Just be quiet, and go to sleep.

Raamiz : But mother ! Tonight father ate alone. You didn't join him. In the past, father wouldn't eat without you. We all used to eat together. What's happening now ?

Azeeza : Don't think about those things, try to sleep. Go on, I'll sing you a song.

Azeeza starts to hum and Raamiz eventually falls asleep. In the morning Raamiz woke up to arguing voices. Raamiz could not understand half of the language. The fact was he did not really understand what was being said, but he was in no doubt as to who were arguing – his mother was arguing with his father, Afeef.

He got very upset. He was also frightened because his mother and father sounded really angry. They were shouting at each other, using language Raamiz did not remember hearing before. The gentleness and happiness of past days had vanished. Raamiz could not understand why. Raamiz was thinking of the sudden change that had come to his family, when suddenly he heard his mother cry. From his bed he could not see his parents. After a while the arguing ceased and Raamiz got up and went to the living room. His mother was not in sight. What he saw was his father's furious face, which looked frightening.

As soon as he saw Raamiz, Afeef tried to hide his anger. He smiled and called out to Raamiz.

Afeef : Raamiz ! It's time to get ready to go to school. Go and wash your face and get ready. Your aunt will help you. When you finish your breakfast, she will take you to school.

Raamiz tried to say something, but he was too frightened. He kept thinking of many questions as he got ready for school and made his way. "Why were they fighting ? Why isn't mother at home ? They used to help me with my studies. Will I never see their gentle, happy faces again ?

These thoughts preoccupied him even when he arrived at school and went to his classroom. He didn't say anything to his aunt. Although his aunt tried to talk to him on the way, he simply kept quiet.

Raamiz is in Grade 2. He was in the class a few minutes before the teacher arrived. The teacher started the class by checking the childrens' homework. The first lesson was "Religious Knowledge".

Teacher : Raamiz ! Please bring your book on Islam and come here.

Raamiz : (Searches for the book in the school bag and realises he hasn't brought it). I am sorry, I didn't bring the book.

Teacher : I don't know what's happening to you, Raamiz ! You never did anything like this before. What has been happening to you these past two weeks ?
You are not studying your lessons. You don't bring your books to school. I do not want to punish good children like you for incidents like this. But you have become more careless. Go and kneel down by the wall.

Raamiz did as he was told. The headmaster who was on his regular round of the school went to Raamiz's class. Seeing Raamiz on his knees in a corner, he spoke quietly to the teacher. After he left, the teacher asked Raamiz to get up and go back to his chair. After about 10 minutes a peon came and called Raamiz to the school office.

Headmaster : Raamiz, please don't think that I asked for you because you have done something wrong. Raamiz! Will you please answer my questions ?

Raamiz : Yes, sir, (very quietly)

Headmaster : Are you ill, Raamiz ?

Raamiz : No, sir.

Headmaster : If you are ill you have to tell your parents and get some help. I don't think you are too well these days. I will give you a letter, please take this to your mother.

(Before the headmaster finished his sentence, Raamiz burst into tears. Through his voice, he tried to talk, but could not).

Headmaster : (Going over to Raamiz and patting him on the back)

I'm a very good friend of your father, I'll talk to him later. Now, go home with the peon.

After attending to other school matters, the Headmaster went to see Raamiz's teacher again.

Headmaster : If a student is behaving in an odd manner, don't punish him. First find out the reason behind his behaviour. Children have different personalities and home environments. They come to school very early, and some come without eating breakfast. I have excused Raamiz and sent him home with the peon. I felt that keeping him in the class was useless as he was too upset to learn anything. I'm sure that his being absent every now and then is due to a good reason. I'm saying this because I know the family very well.

The Headmaster of "Madrasatul Anwar" is wise and kind. That evening he visited Raamiz's house to see his parents.

What transpired in that house was something he had never experienced before. Previously, he never had to wait too long. Azeeza would ask him to come in and be a great hostess. Azeeza was always at home as she wasn't the sort of person who went out very much. This evening the Headmaster had to wait for many minutes before Nafeesa, Afeef's sister, came out looking very unhappy.

Nafeesa : Afeef isn't home and I don't know when he will be back. Can I give him a message?

Headmaster : What has happened to his house ? Where is Azeeza ? Why is it so dark ? Something very strange is happening here.

Nafeesa : Afeef has divorced Azeeza, who has left the house and has gone to her mother.

Headmaster : Really ! Now I know what's wrong with Raamiz. This is very sad news. When you have children, you have to think twice before divorcing. Raamiz is an exceptionally good boy but I do not know what this will do to him. He is an intelligent boy, full of curiosity. Does he know what has happened ?

Nafeesa : There has been some trouble between them for the past two weeks or so and Raamiz seems very upset. I have tried to console him, but I can't hide from him what's happening in this house. He knows that there is some trouble between his parents, but he doesn't know yet that they have divorced. He has been asking why

his mother is not here and I don't know what to tell him. He is asleep now. He was asking me questions till he fell asleep.

(As she was talking, the gate opened and Afeef walked in).

Afeef : Hello, Shafeeg ! Have you been here long ?

Headmaster : I've been here a while. I am here because of Raamiz. He has been behaving in a strange manner recently, I have asked Nafeesa a few questions. I realise things are very tense here.

Afeef : Well, I had to do it. Azeeza seems a jewel if you don't know her hidden secrets. She had been unfaithful to me and I know it beyond doubt. I cannot live with somebody who has been unfaithful to me, even once.

Headmaster : I'm sad that you've treated me like a stranger during this time of trouble. You also did not think about the welfare of your son. Raamiz is a very intelligent boy, I do not know why you did this, but I know that if it goes on like this, it will affect Raamiz emotionally, psychologically and, eventually, physically. I think you have to think about giving your son a stable emotional life before he becomes a problem case. I think you should remarry Azeeza, for your son's sake. A child of his age needs the love of a mother, to ensure his healthy development. All his respect for you will go, he will not look up to you and he will be very disappointed with you. I am saying this because, as Headmaster, I have seen this happen to other families. Parents get divorced and the family starts breaking up due to some really minor misunderstandings. Step-parents can be kind, understanding and helpful, but a child needs the love and understanding of his real parents. Alright ! You are saying Azeeza was unfaithful. What did she do to be unfaithful ? Who told you ? How much do you know ?

Afeef : Nazim of "Sky Villa" (the name of a house) is trustworthy. I cannot share with you what he told me about Azeeza. It is too low and degrading.

Headmaster : Stop ! Stop ! Obviously, you do not realise that he is like Satan who gets between husbands and wives and breaks up families. He destroyed Jafar's family. I do not know if you are aware of this. Nazim had asked Azeeza to marry him. Azeeza refused and Nazim vowed that he will never let Azeeza enjoy a settled married life. Now whom do you trust ? Do you trust Nazim or ? Do not misunderstand me. Think about yourself, your child. One should not do what you have done in a fit of temper. You should have calmly thought of the consequences of such an act before doing it.

Afeef : Are you telling me the truth ? I didn't know any of this ! I do not think I can trust anybody in this village any more than I trust you. I am really glad you came here tonight. Otherwise, my Raamiz and I would have been destroyed.

Headmaster : I am glad ! Don't let Raamiz know any of this. Bring Azeeza back home and make peace. Give Raamiz a reason why Azeeza left home. I don't think Raamiz knows too much yet. The damage can be undone without much trouble. Well, I think I should be going now. Assalamulaikum !

Afeef : Thank you very much. Wa Alaikumus Salaam !

Questions

1. What is divorce ?
2. What are the common reasons for divorce ?
3. Why do you think early marriages result in divorce ?
4. How are children affected by divorce ?
5. In what way could parents avoid divorce ?
6. How can children get their teachers to help them with problems that they face at home ?
7. What are the duties of parents towards their children ?

Core Message	: Responsible Parenthood
Sub-core Message	: Elders are an asset.
Major Concept	: Benefiting from the knowledge and experience of elders is necessary for the preservation of desirable cultural traditions and the development of the society.
Objective	: To appreciate the value of the knowledge and experience of elders.
Content	: The value placed by the youth on the knowledge and experience of elders.
Time require	: 2 hours
Subject/Grade	: Social Studies/Continuing Education

Procedure :

Step 1 **Our school in the past**

Invite a famous elder (a former student of this school) to speak to the class about the school during his or her student days. The guest speaker may introduce himself/herself to the class, stating name, age, place of residence, educational attainment, present and past occupation, any special expertise, and current activities.

By the time the talk is finished, the students and the teacher should be able to raise many questions about the school's history. The teacher does his best to maintain a good discussion, encouraging questions from the students.

Step 2 **Let us learn from the knowledge and experience of elders.**

The teacher guides the class and discusses changes in the school, as portrayed by the guest speaker.

"There are many elders in our society. Many of them are knowledgeable and experienced. We can learn from them and add to our knowledge."

The teacher encourages a class activity to enable the students to learn from the knowledge and experience of the elders.

Step 3 **Survey of the knowledge and experience of the elders.**

Let the class do the following:

1. List the names of their elders.
2. Develop an interview form to be used for interviewing the elders. (The teacher asks the students to remember the way in which the famous elder introduced himself/herself.)

The interview form may be as follows :

Interview Form : Learning from the knowledge and experience of elders

Name: _____

Age: _____

Place of residence: _____

Educational attainment: _____

Previous work/job: _____

Current work: _____

Special knowledge: _____

Expected areas in which the elder may help the young: _____

Date of interview: _____

Interviewer's name: 1. _____ 2. _____

3. _____ 4. _____

-
3. Divide the students into small groups (3-4 in a group) to interview the elders and answer the interview form. Each group must select a different elder.
 4. Let the groups collect the data from their fieldwork. The teacher helps the groups as a consultant.

Step 4 Results of the survey

The teacher guides the class on how to sort out the interview forms and prepare the following table:

Table 1. *Knowledge and experience of elders*

Knowledge and experience	Number	Per cent
1. Farmer		
2. Carpenter		
3. Policeman		
4.		
5.		
6.		
7.		
8.		
9.		
10. Other		

Table 2. *Expected areas in which the elders may assist*

Expected area	Number
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10. Other	

Total

Step 5 Discussion of results

Using the survey result, the teacher may guide the class to discuss:

1. The value of the knowledge and experience of the elders.
2. The activities that the elders should engage in, to improve the family and society.
3. How should the young treat their elders ?

LEARNING MATERIALS

Core Message	: Enhancement of the Status of Women
Sub Message	: Educated mother: better quality of life
Major Concepts	: An educated mother can help in the total personality development of her children
Content	: The contribution of an educated mother in the development of her children's personality
Idea	: The role of an educated mother in the development of her children's personality
Grade	: 3 or 4
Subject	: Moral Education
Time Required	: 45 minutes
Method	: The textbook presents 4 pictures, each with an appropriate dialogue. The dialogues tell a story, with some exaggeration and humour. The students are required to discuss each picture and to comment on the dialogue. The teacher guides the students to reach a conclusion about the role of the educated mother.

Picture 1 : The husband is a director in a factory, the wife is a teacher. They are discussing at home.

Husband : Our children always disturb you. If I am away for a few days, it is likely that everything will become disorderly.

Wife : Yes, our children are afraid of you only. You are the pillar of our family.

Husband : Hm, hm.....

Picture 2 : In the evening: the husband reads a review, the wife prepares teaching materials for the following day; the children are studying.

Son : Papa, please explain this difficult math assignment.

Father : Later, I am busy now.

Mother : Quiet, my son ! Papa is busy. Can you think work on your own for now ? I will check what you have done.

Mother : (One hour later) I have finished my work ! Now show me, my son. What do you think about the problem ? That's good ! The approach to your solution is right, but check your answer again. Now, that's right. All right !

Father : (After finishing the review) My son, do you have anything to ask me ?

Son : No, Papa. I wanted to ask you about my math homework, but I have managed to do it by myself.

Father : That's good !

Picture 3 : On Sunday: the mother and the children manage the house

Mother : (To the father): Today, can you help me rearrange the furniture ? I would like to make our room tidy.

Father : Tidy ? Yes, why not ? But next week please. Today I must accompany my guests to visit our factory.

Mother : (After the father leaves)
Father is occupied. My children must help me rearrange the furniture and decorate the room. Perhaps we can arrange it ourselves. It's not necessary to wait for a week.

Daughter : Yes, Mama. But this afternoon will you not teach me the art of embroidery ?

Mother : Sorry, my love. This afternoon I have a meeting with the parents' committee in your primary school. But surely we will do the embroidery soon.
Now, my son, you must continue with the work. Hang this picture on that nail on the wall. My daughter must prepare the lunch. It's late. I'll help you.

Picture 4 : The family is seated at the table

Father : Hello ! Where is the Divinity who made our room look tidy and clean so quickly ?

Mother : (Smiling) That's our children, Divinity

Children : Oh no ! Mama guided us.

Father : Good. But I am hungry. Begin please ! Oh, this beef steak is very nice, don't you think ?

Children : Yes, very nice !

Mother : That is the work of our daughter.

Daughter : But Mama finished it.

Father : Excellent ! We are happy to have an excellent Mama.

Children : Yes, Mama is an excellent support to our family.

Mother : That's wrong my children. Papa is our pillar.

Father and children : "But long live, Mama !"

Questions and Explanations

Discussing each picture, the teacher asks a student to comment on the picture and the dialogue. He raises questions for the entire class.

Picture 1: 1) What did the husband's statement mean ?

- He doesn't think that the children should disturb their mother often. (In reality they love their parents and need their assistance).

2) What is the attitude of the wife ?

- She loves her husband and respects him.

Picture 2: 3) What is the role of the mother in this situation ?

- She ensures that the children do not disturb her husband (even when he is reading the review).
- She has accomplished her own work (preparation of instructional materials which she has to use the following day).
- She helps her children with their studies.
- Adopting a good method, she encourages her son's efforts.

Picture 3: 4) What are the qualities of the mother ?

- She takes care of the house and teaches her children how to help at home.
- She also performs social and community service activities in the parents' committee, to support the activities of the primary school (where her daughter is studying).

Picture 4: 5) What is the attitude of the father and the children towards the mother?

- They love and respect her.

6) What is the attitude of the mother ?

- She is modest. She takes care of the members of her family.

Conclusion: The merry comment of "Long live, Mama !" shows that family life is happy if the mother is educated.

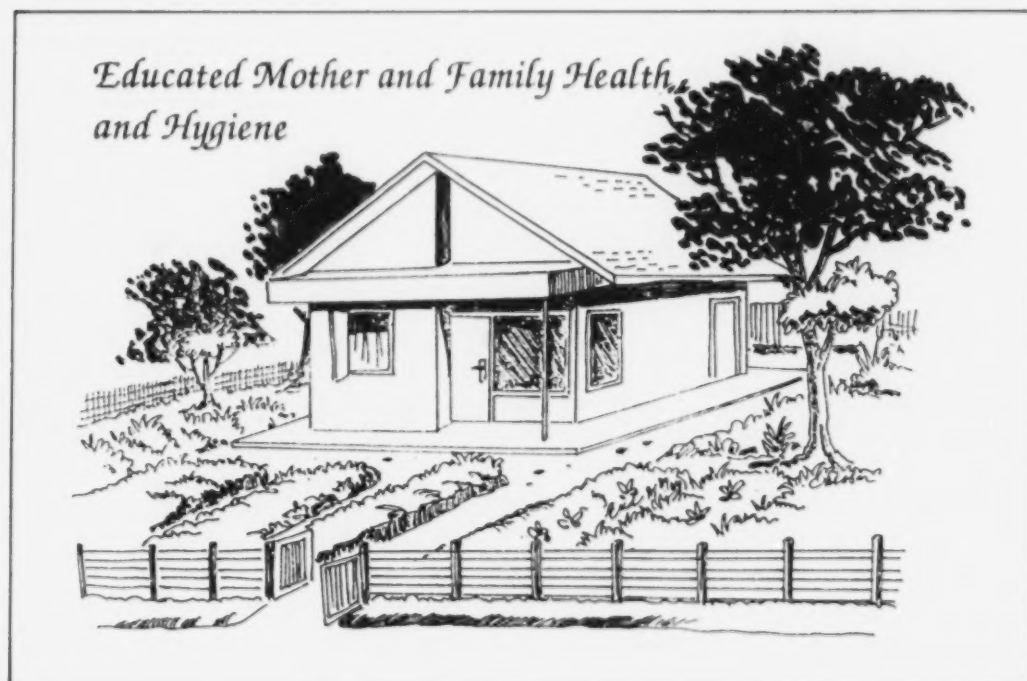


Chart 2.

Title : Educated Mother and Family Health and Hygiene

Message : The educated mother always keeps her house and surroundings clean.

Teaching Method :

1. Present the chart to the learners.
2. Ask these questions:
 - a) What do you see in the picture ?
 - b) What can you say about it ?
 - c) Are there many houses in your village/community like it ?
 - d) Do you know who owns them ? Have they gone to school ?
 - e) The house in the picture belongs to Ayih and her husband. Ayih is educated.
 - f) How does Ayih keep her house ?

Evaluation : Let the learners tell what the chart wants to say to them.

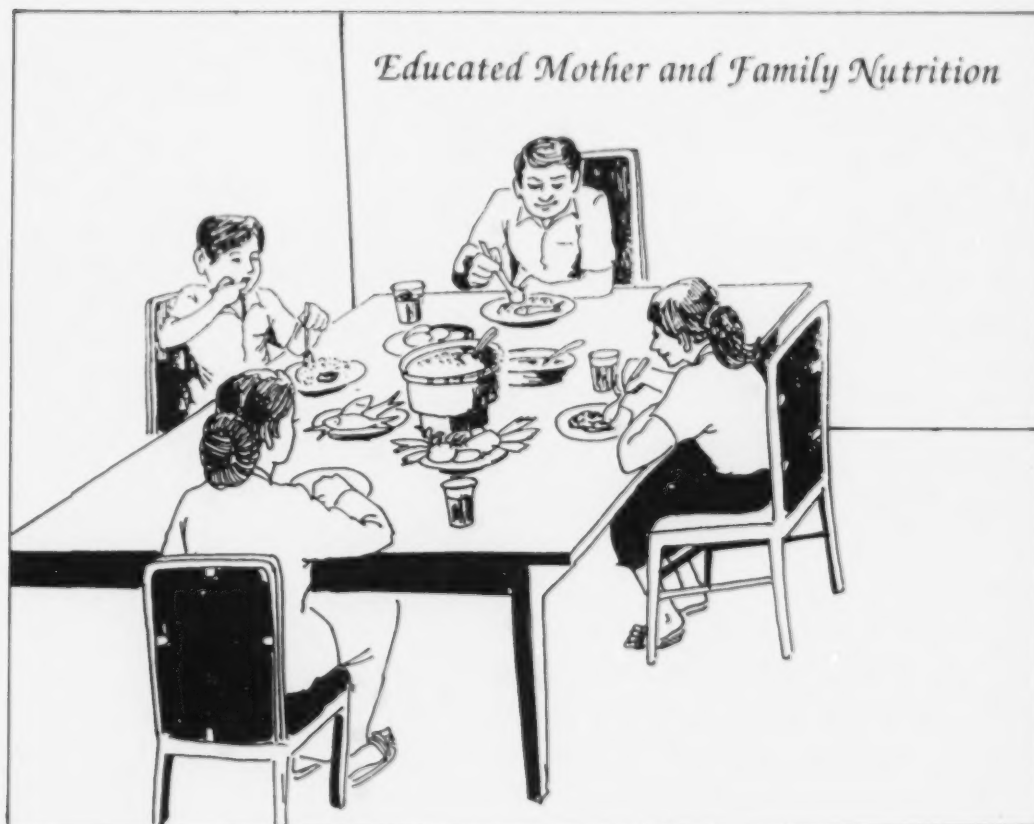


Chart 3.

Title : Educated Mother and Family Nutrition

Message : The educated mother prepares nourishing food for her family.

Teaching Method :

1. Show the learners chart 3.
2. Have them answer these questions:
 - a) What are Ayih and her family doing ?
 - b) What are they eating ?
 - c) What kind of food does Ayih prepare for her family ?

Evaluation : Allow the learners to tell what kind of food an educated mother like Ayih should prepare for her family.

Educated Mother and The Care of Children



Chart 4.

Title : Educated Mother and the Care of Children

Message : The educated mother takes special care of her children.

Teaching Method :

1. Let the learners study the picture.
2. Ask them to answer the following:
 - a) What is taking place in the picture ?
 - b) Why does the baby need immunization shots ?
 - c) Do you also do what Ayih is doing ?

Evaluation : Ask the learners to tell you what they learned from Ayih.

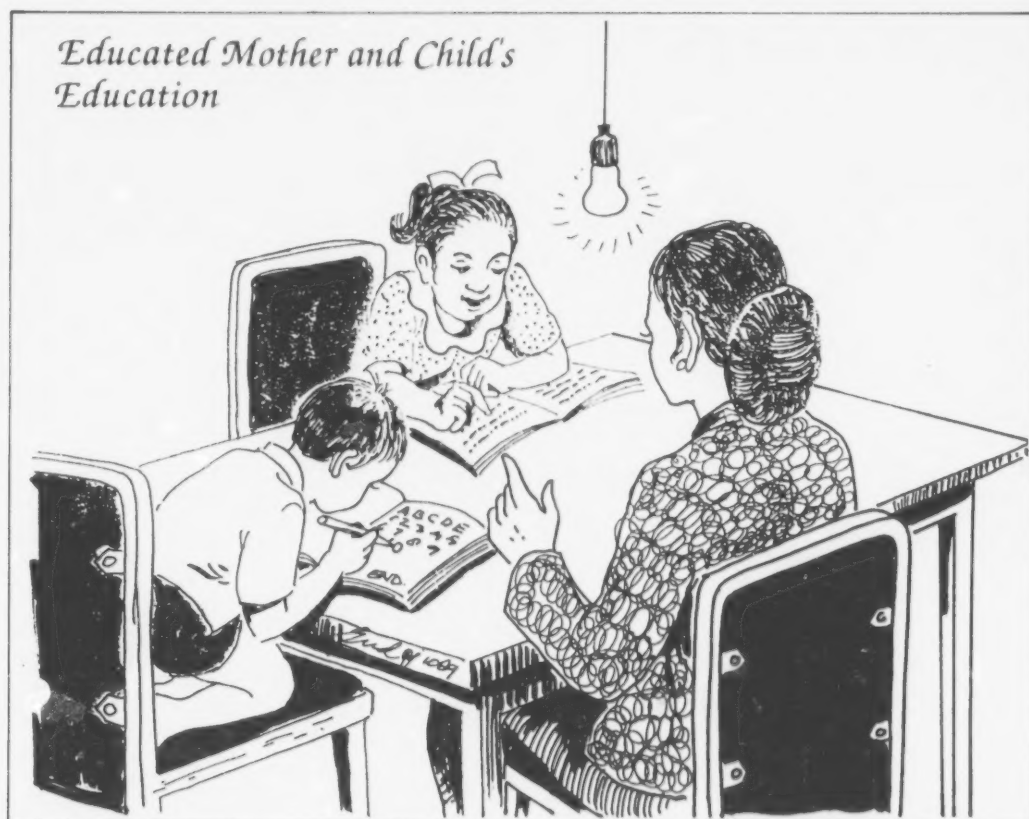


Chart 5.

Title : Educated Mother and Child's Education

Message : The educated mother is concerned about the education of her children.

Teaching Method :

1. Present the chart to the learners.
2. Let the learners answer these questions:
 - a) What is Ayih doing in this picture ?
 - b) Do you do it, too ?
 - c) Is Ayih able to help her children in their studies ? Why ?

Evaluation : Allow the learners to tell you how Ayih shows her concern for her children's education.

Educated Mother and Community Welfare



Chart 6.

Title : **Educated Mother and Community Welfare**

Message : The educated mother joins in community projects.

Teaching Method :

1. Show the chart to the learners.
2. Have them answer these questions:
 - a) What are the women in the picture doing ?
 - b) Name a project that Ayih may want the women to do.
 - c) State what the picture tells you.

Evaluation : Ask the learners to state what they learned from the picture.



Chart 7.

Title : **Educated Mother's Family**

Message : The educated mother contributes to the improvement of the quality of life of her family.

Teaching Method :

1. Present the chart to the learners.
2. Let them give answers to the following:
 - a) What kind of family is Ayih's family ? Why do you say so ?
 - b) Is Ayih and her family's life better now ? Why or why not ?

Evaluation : Make the learners name the things that Ayih has done to make life better for her family.

GUIDELINE FOR THE TEACHERS

Core Message	: Delayed marriage.
Sub Message	: Customs, traditions and laws affect the age at marriage.
Major Concept	: Different societies and communities have different customs and traditions which encourage or discourage early marriage.
Time Required	: 60 minutes.
Contents	: a) Beliefs, customs and traditions which encourage or discourage early marriage. b) Disadvantages of early marriage. c) Marriages arranged against one's choice, before attaining the legal age at marriage.
Type of Materials	: Instructional material along with a story (play).
Grade Level	: Drop-outs from grades 6 or 7.
Main Objective	: To develop an awareness of the national laws on the legal age at marriage.
Specific Objectives	: The learners will be able to familiarise themselves with customs and traditions surrounding early marriage and understand that they may lead to problems and difficulties in life. - to understand the disadvantages of early marriage. - to understand that early marriage arranged against one's choice, before attaining the legal age at marriage generally leads to an unhappy life. - to develop an awareness that divorce leads to disharmony in family life, particularly for the children and the society in general.

Teaching Hints

- I. Get the students to express their views about
 - a) Beliefs, customs and traditions surrounding age at marriage.
 - b) Disadvantages of early marriage:
 - many children under one roof.
 - many family dependents.
 - reduced opportunity for higher education.
 - health risks for both mother and child.
 - increase in the population growth.

- large number of children.
 - c) The risk of having an unhappy life as a result of marriage arranged against one's choice, before attaining the legal age at marriage.
 - separation of wife and husband (divorce).
 - depriving children of parental love and care, as well as the fulfillment of their basic needs, such as food, health, clothing and education.
 - d) Reasons why husband and wife separate
 - immaturity at the time of marriage (physical).
 - lack of understanding between husband and wife.
 - irresponsibility towards each other.
 - neglect of children.
 - e) Husband and wife relationships, citing examples without naming the persons involved.
2. The learners may be asked to read the story.
- The students may do role playing through a drama to be organised under the guidance of the teacher. At the end of the drama, the teacher may discuss with the learners the points suggested.
3. Conclusion
- The teacher may ask the following questions.
 - 1) What are the disadvantages of early marriage ?
 - 2) Why does divorce happen ?
 - 3) Can you name a country which has a divorce rate of about 80 per cent ? Cite the major causes for such a high rate ?
 - 4) Does early marriage, arranged by the parents, generally lead to improved welfare of the family ?
 - Additional questions may be asked to stimulate the discussion.

*Exemplar Teaching Learning Materials**

Another regional workshop was held in Islamabad to enable the participants to develop curricula which integrates population education messages in in-school and out-of-school educational programmes to reflect the curricula in the teaching materials, and to demonstrate how to follow the curricula in real life situations. It was important that the participants undertake practical exercises. This is basic to the development of curricula and materials. The skills acquired by the participants will help them achieve the objectives of population education through in-school and out-of-school educational programmes.

Two communities were selected for this purpose, namely a Muslim Colony about 4 Km. from Islamabad on Noor-pur Station road, and Saidpur. These areas were used to decide on a strategy for collecting data to be used in curriculum and material development.

A common format, describing the curriculum and its application, was followed. The in-school group divided into two sub-groups and prepared 10 learning units and materials. Of the materials, four units were pre-tested and modified, based on the feedback received. The other group tested the materials on women at the pre-literacy stage.

The participants visited local primary schools and observed classroom sessions. They interacted with the students and checked the textbooks and exercise books of students. They held wide ranging discussions with the teachers. The discussion with teachers focused on the following:

- a. Lesson plan and subjects taught at the primary level,
- b. Subjects and lessons which lend themselves most to the integration of population education themes,
- c. Possible points of entry for population education concepts,

* Pakistan

- d. Levels/grades at which population education concepts can be taught most effectively to primary school children.
- e. Core-messages/sub-messages most suited to primary school children,
- f. Teaching methods and materials considered most appropriate for the primary level.

The participants also interacted with the adults. In Saidpur Village they visited the Women Centre funded by BEHBUD (name of NGO). The centre's major programmes included the following:

- a. adult literacy classes for girls,
- b. skill training classes,
- c. income generating programmes,
- d. day care centre for children,
- e. medical services for women and children, and
- f. family planning services

The group visited private homes and discussed with the inhabitants. The group then undertook the preparation of the units in the following stages:

- a. Initial review of the lesson plan and curriculum subjects, to identify the levels and subjects which lend themselves most suitably to population-related messages. Such subjects as social studies, science, languages and Islamiat religion, were identified for this purpose.

As a follow up, textbooks in the above mentioned subjects were examined to identify lessons which provide suitable points of entry for population-related messages. In some cases, additional materials can be produced and integrated in existing lessons. In other cases, existing materials can be improved to reinforce population education messages.

- b. The group discussed core-messages and sub-messages and identified the subjects suitable for integration. Each participant selected a core message to develop one or two units.
- c. To achieve further improvements, the group agreed to use a common format. The lesson units appended are in accordance with the agreed format.
- d. The draft of each unit was examined and discussed in detail, emphasising the following:
 - 1. The objectives need to be clarified and stated in measurable behavioural terms.
 - 2. The content, methodology and evaluation need to be properly validated, in relation to the objectives and core-message.

3. Each unit needs to be properly integrated with an existing lesson.
4. Proper instruments for testing these units need to be developed to obtain the views of teachers and learners. The instruments form a part of the lesson units.

Each unit was revised and refined in the light of the discussion and some units were pre-tested at the Federal Government Middle School, Presidential Estate, Islamabad and the Federal Government Primary School, Saidpur, Islamabad.

The team gave the teachers an orientation on the following topics:

1. Background of the workshop,
2. Concept of population education,
3. Details of each lesson plan,
 - Title
 - Class
 - Subject
 - Major topic
 - Core Message
 - Objective
 - Synopsis
 - Method
 - Evaluation

Three types of evaluation instruments were explained to the teachers:

1. Testing the students' achievement.
2. Evaluation sheet to record the students' opinions about the lesson
3. Evaluation sheet to record the teachers' opinion about the lesson.

Title	: Our Problems
Class	: IV, Session...(45")
Subject	: Social Studies
Major Topic	: Reorientation of Population Related Beliefs and Values.
Core Message	: Education for all is the key to improve the quality of life of the people.
Objectives	: After discussing the topic the students should be able to: a. explain that rapid growth of population will lead to such problems as illiteracy, unemployment, and inadequate social service. b. give some examples of the benefit of education for all in solving the problems of illiteracy, unemployment, and so on.

Synopsis

Many of our problems are caused by rapid population growth. Can we identify some of these ? High population growth creates such problems as illiteracy, unemployment, and inadequate social services. These problems can be solved through education. For example, an educated mother takes good care of her children's health; educated families manage their resources properly and make judicious use of them; educated parents appreciate the benefit of sending their children to school.

Method

First, the teacher holds a class discussion about the causes of illiteracy, diseases, unemployment, shortage of energy and water, and so on.

Second, the teachers asks the students to cite the ways to overcome these problems.

Third, the teacher helps the students draw a conclusion that education for all will help everyone overcome these problems.

Evaluation

Test form : Oral or written test.

1. Is there any relation among the problems of high population growth and illiteracy, diseases, unemployment, shortage of energy and so on. Explain.
2. Why is it important for everyone to have enough education ?
3. Do you agree that education for all will help overcome our problems ? Explain why.

Title	: Our Population
Class/Grade	: IV (one period)
Subject	: Language
Major topic	: Problems of population growth.
Sub Message	: a. Development affects population growth and vice-versa. b. Births, deaths and migration affect employment opportunities, health and educational services, and the demand for natural and other resources.
Objectives	: After going through this unit, students should be able to recall and describe: i. basic data regarding the total population of the country. ii. basic data regarding the existing number of students, teachers, and schools at the primary level. iii. problems created by population growth. iv. ways to solve the problems created by population growth. v. ways to utilise our resources to minimise the effects of population growth.

Synopsis of lesson

Thousands of years ago the population of the world was very small. The people used to live in forests and jungles, leading simple lives and needing very little.

With the passage of time, they learned how to protect themselves from the heat, cold, rain, floods, and so on. Later on, they started living collectively and built colonies or settlements. Gradually the population increased, the small colonies gave way to big cities. Human needs multiplied. Science made progress and affected different aspects of life.

- i) Rapid population growth has created a lot of problems for human being, such as limited employment opportunities and health and education services, and increased demands for natural and other resources.
- ii) Demographic data of Pakistan, particularly those pertaining to population growth rate, the number of children attending primary school, the number of primary school age children, and the number of primary schools in the country.

Methods

- i) The teacher explains the background of the population situation and describes the different stages in the development of human civilisation.

- ii) The teacher plays a cassette recording of a dialogue between two class-IV students who are discussing population problems. (Details of the dialogue is given in the annexure).
- iii) The teacher displays four charts, explaining basic demographic data and the problems created by rapid population growth:
 - a) Chart showing the population of the country according to the 1981 census and estimated population in 1990 and 2000.
 - b) Chart showing the number of school-going children, actual enrollment, and the number of schools.
 - c) Chart illustrating an employment agency with a "no vacancy" sign in front and a long queue of people looking for jobs.
 - d) Chart illustrating slum areas, big multi-storey flats and congested roads.
- iv) The teacher asks the students the following questions to evaluate his presentation:
 - Was the sound of the recorded dialogue between the two girls clear and understandable ?
 - Did you understand the messages conveyed in the dialogue ?
 - Did you understand the messages conveyed in the charts ?
 - Can you explain the messages conveyed in the dialogue ?
 - Can you explain the messages conveyed in the chart ?
- v) Materials to be prepared
 - i. Recording of a dialogue between two students discussing population problems.
 - ii. Four charts showing details given in 7 (iv.)

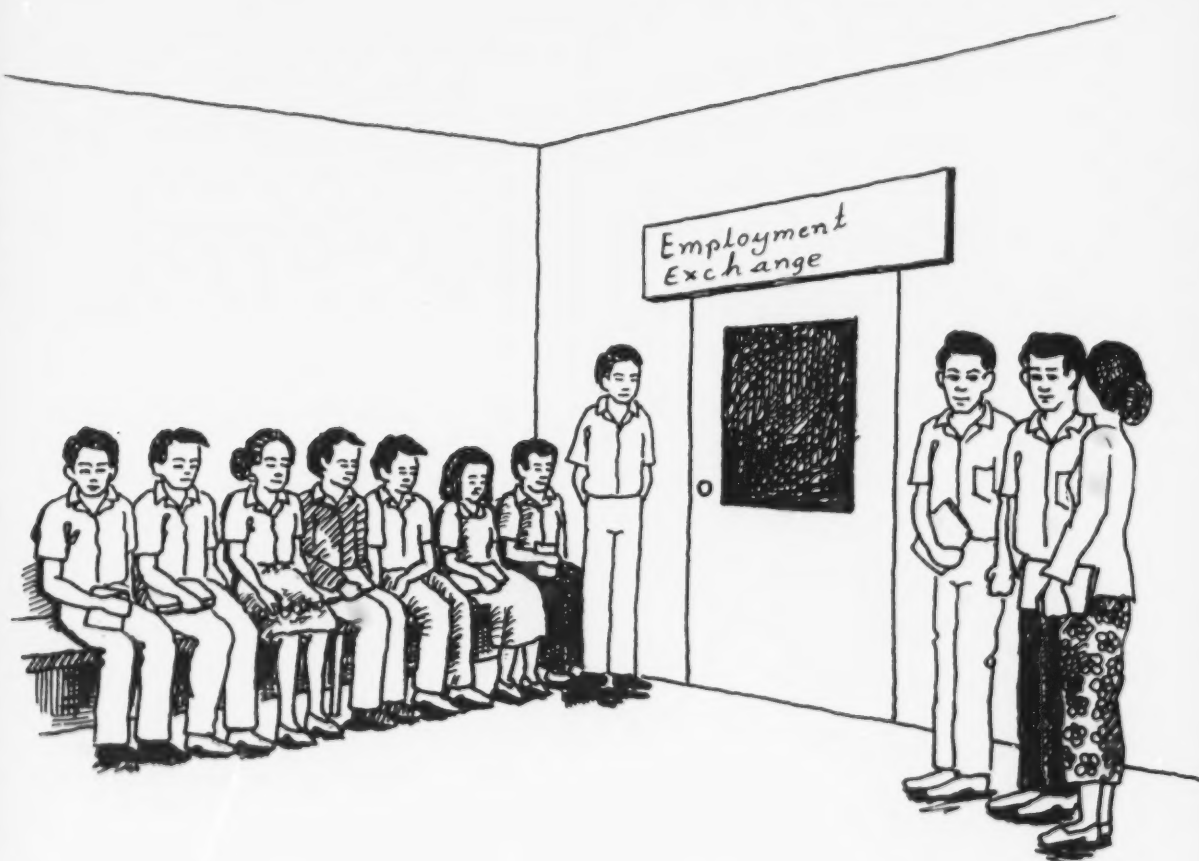
Evaluation

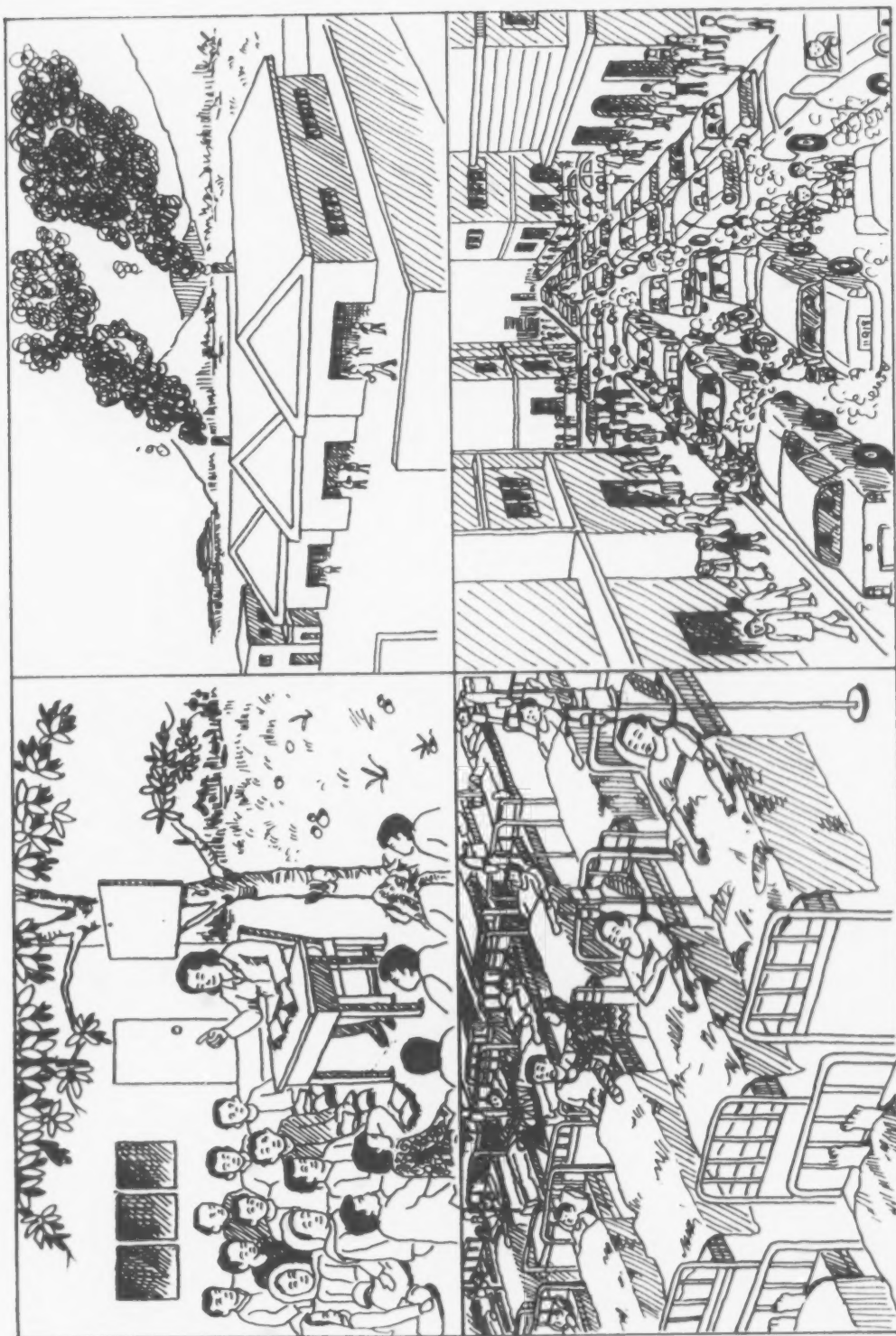
To assess whether the students understood the message, ask the following questions:

- i. What is the total population of Pakistan ?
- ii. What is the rate of increase in Pakistan's population ?
- iii. What problems have arisen with the increase of population ?
- iv. What are some ways to solve the problems created by rapid population growth ?
- v. How can we better utilise our resources to minimise the effects of rapid population growth in the country ?

DIALOGUE BETWEEN TWO GIRLS

- Salma : Assalamalalikum, Hameeda. I have not seen you for two days. What is the reason for your absence from the class ?
- Hameeda : Walakum Aslam. My mother has been sick for the past few days. My father had been busy. I had to take my mother to the hospital. You know, there is always a big crowd rushing for buses. It took one hour to reach the hospital. Again there was a big rush in the hospital and it took some three hours before we could see the doctor, who, after examining my mother, gave a list of medicines to be obtained from the dispensary. Unfortunately, more than half of the medicines were not available at the dispensary and the rest had to be purchased from the chemist. I don't know how many medicines I will have to buy in future.
- Salma : What is your mother's ailment ?
- Hameeda : She is suffering from cough and asthma. We live near three factories. The polluted smoke from the factory causes various diseases in the community. There is only one small hospital in the community. It can hardly meet the needs of patients. We cannot afford private doctors. You know my father's income is limited, he can hardly support our basic needs for food, clothing and education. In order to assist the family, my elder brother had to leave school to look for a job. So far he has not been able to find any. Salma ! Have you been able to secure your brother's admission to the school ?
- Salma : In spite of our best efforts we have not been able to secure his admission.
- Hameeda : Why are we facing all these difficulties ?
- Salma : You know that our population is increasing yearly at a rate of 3.1%. Our population has grown more than three times since the creation of Pakistan in 1947. Our resources are not keeping up with pace of population growth therefore, we are facing problems in every walk of life. Unless we check the growth of our population, our problems can't be solved.





Title	: Family
Class	: V
Subject	: National Language
Major Topic	: Small Family Size for Family Welfare.
Core Messages	: a. A family's functions and resources determine the quality of life of its members. b. Family size affects the family's functions and resources.
Objectives	: Students should be able to: 6.1 compare a large family with a small family. 6.2 enumerate basic family needs/functions. 6.3 explain that having more children requires larger financial resources. 6.4 recall that certain functions as well as resources of a family determine the quality of life of its members. 6.5 find an example and give reasons why family size affects family functions and resources.

Synopsis :

- Nasir : Jamil you are my neighbour and close friend, and we go to school together. But we are so busy talking about school that we know so little about each other. Tell me about your family.
- Jamil : I have one sister. She is very dear to me and my parents. She is younger than me by five years. My mother is a teacher and my sister goes to school with her. My father works in a factory. He goes to work early and comes home late in the evening. My parents earn enough money so we live quite comfortably.
- Nasir : My father is a small farmer. He has to work hard to make both ends meet. I have three younger brothers and a sister. My mother also works very hard. She prepares food, sews and washes clothes, cleans the house, looks after the children, and takes care of the cattle. She has little time to sleep and rest.
- Jamil : I am sorry that your parents have to work so hard to support your family.
- Nasir : I forgot to tell you that I am not coming to play with you this Friday because my mother is not well. She does all the household chores. My brothers are still small and looking after them is an added burden for my mother. My father works in the field from morning till night. He is very tired when he comes home. He needs rest. It is only I who can help my parents.
- Jamil : What will you do to help them ?

Nasir : I will help my mother prepare breakfast and I will also prepare food for the cattle and feed them.

Jamil : I will come to your house after breakfast and help you feed the cattle.

Method

- i) The teacher should ask two male students to take up the roles of the two boys, Nasir and Jamil. They read the dialogue. The teacher then asks the following questions:
 - a. What is the difference in the size of the two boy's families ?
 - b. Is it easier to look after a family of 4 than a family of 8 ? Give your reasons.
 - c. What was the behaviour of the boys towards their parents and their sisters? What is yours ?
- ii) The teacher may play an audio or video recording of the dialogue and proceeds to ask the questions given earlier, or she can ask other relevant questions concerning core messages in population education.
- iii) The dialogue can be adopted as a radio script to be used by the teacher in the class.
- iv) Pamphlets showing small and large family sizes should be shown to the students and relevant questions should be asked.

Evaluation

- i) How many members were there in Jamil's family ?
- ii) How many members were there in Nasir's family ?
- iii) Who of the two boys was living more comfortably, the one with a large family or the one with a small family ?
- iv) Whose mother had time to work in the school, in addition to looking after the house ?
- v) Why did Nasir's mother not work to earn money and help support her needy family ?
- vi) Ask the students to list the functions of a family.
- vii) Ask the students to list the qualities of different types of families. Ask them for their opinion on why families have different resources.
- viii) Show pictures depicting different types of resources available to different types of families. Ask the class to explain why large families generally have much less resources available for each member.



Jamil's family is taking dinner at the right time.



Nasir's family is waiting to be fed.



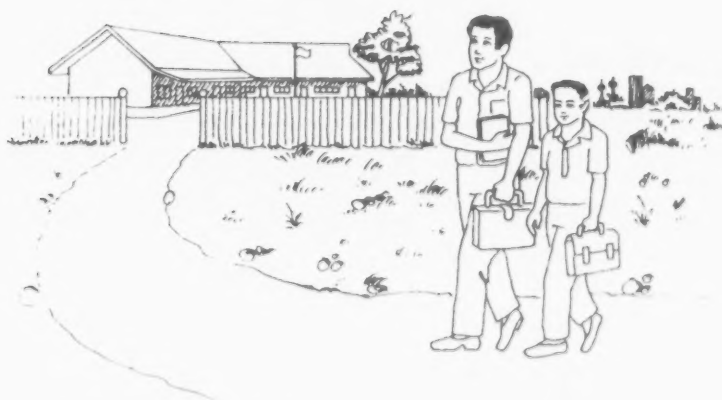
Jamil's family is in a relaxed mood.



Nasir's family is always worried about one thing or another.



Jamil's sister is going to school with her mother.



Jamil is going to school with his father.



Jamil's family of four.



Nasir's family of eight.

Title	: Teachings of the Holy Prophet Muhammad (PBUH)
Class	: V
Subject	: Islamiat
Major Topic	: Responsible Parenthood
Core Message	: Sons and daughters are equally valuable.
Objectives	: The students should be able to: 1. recite a preaching of the Holy Prophet. 2. describe how the Holy Prophet (PBUH) showed love to his daughter, Fatima. 3. give an example of actual cases in the community where both sons and daughters are treated equally.
Content	: Teachings of the Holy Prophet

Before the birth of the Holy Prophet, the people used to bury their daughters alive over the birth of a son. The Holy Prophet preached that sons and daughters are equally valuable and useful. The Holy Prophet loved his daughter, Fatima, very dearly. The teachings of Holy Prophet tell us that if we educate our sons and daughters alike they can be both useful.

Method

1. The teacher should demonstrate the relationship between the subject and the teachings in the Holy Quran. In this way, the teacher can easily explain Islamic teachings why sons and daughters are equally valuable.
2. As further help, the teacher should also display pictures of two doctors – a male and a female. Brought up with equal concern and care, male and female children are equally valuable and beneficial for their parents and country.
3. The teacher can also cite examples of educated women who render valuable service to their parents and the country.

Evaluation

The following questions should be asked.

1. What does your father do for a living ?
2. What does your mother do ?
3. How many brothers and sisters do you have ?
4. Do your sisters go to school ?
5. In which classes are you and your brothers in ?

6. How did Fatima Jinnah help the Quaid-e-Azam in the founding of Pakistan ?
7. How are your sisters helpful to you and your parents ?
8. Do you love your sisters and brothers alike ?
9. Name some male and female doctors and teachers whom you know.
10. Recite one teaching of the Holy Prophet on the importance of the up-bringing of daughters.
11. Describe an event showing the Holy Prophet's love for his daughter, Fatima.
12. Mr. Aslam and Rashid will tell their own experiences about the need to bring up sons and daughters equally, based on their observations of their neighbourhood.



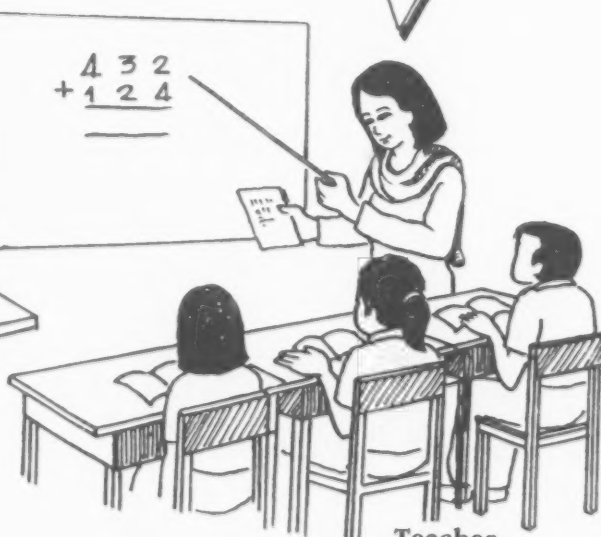
Go To School



Graduation



Doctor



Teacher



Doctor



Teacher



Office work



Bank

Title	: Implications of Population Growth
Grade/Class	: V
Session/Period	: 45 Minutes.
Subject	: National language/science
Major Topics	: Population and development
Core/sub-messages	: a. Rapid population growth adversely affects the environment. b. Urbanisation and uneven population distribution lead to uneven development.
Objective(s)	: The learners should be able to : a. remember the rate of population growth. b. describe the increased problems caused by rapid population growth, in relation to housing, food supply, transportation, health and sanitation services, environmental protection, and so on. c. cite some of the effects of rapid population growth on the quality of life at the personal, family and national levels. d. explain the relationships between deteriorating environmental conditions and unchecked population growth.

Synopsis :

- a. Growth of population within a certain period.
- b. Rapid growth of population and problems of housing, food, clothing, accommodation, transportation, health and sanitation, environment, etc.

Lesson on implications of population growth

In 1981 the population of Pakistan was 83 million. The total population now exceeds 110 million. The population is growing at a rate of 3.1 %. Rapid population growth has increased the need for more houses, more food, more clothes, and so on. We are facing other problems: shortages in transportation services, inadequate protection of the environment, and so on. We need more schools, more hospitals, and more land for agriculture. These problems affect national development. It is our duty to help find solutions for these problems. As students, we should work hard to complete our education and improve the quality of our life. We must get some technical and skills training, so we can help in the development of our country. Our contribution to the solution of our problems is a key factor for national development.

Method

- Step 1** To introduce the lesson, the teacher asks questions such as the following:
- What is the population of our country ?
 - What was the population of our country in the years 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989 and 1990 ?
 - Do you think that our population is increasing gradually ?
 - If the population continues to grow at the present rate, what problems will we face ?
- Step 2** The teacher displays and explains a bar graph showing the population growth rate. She calls attention to the fact that Pakistan's population increased from 83 million to 110 million within the past 9 years.
- The rapid population increase has created many problems. The teacher asks the students to explain the implications of Pakistan's population growth rate.
- Step 3** Using a flip chart showing the different problems caused by a high population growth rate, the teacher asks questions such as the following:
- Do you think that rapid population growth creates problems ?
 - Can you identify some of these problems ?
 - What problems does rapid population growth bring to our environment ?
 - In a poor but big family, what causes shortages of food and clothing?
 - Why is there a problem of accommodation ?
 - What are the effects of rapid population growth on road traffic ?
 - Do you think that rapid population growth contributes to a shortage of cultivable land ?
 - What is the effect of rapid population growth on the life of a country, as a whole ?
 - What is the relation between deteriorating environment and unchecked population growth ?

If the students cannot answer these questions, the teacher should help.

- Step 4** The teacher asks questions such as the following:
- Of the effects of population growth, which are undesirable ?
 - Will it create problems if your own family consisted of more than

four members.

- What aspect of the environment is likely to be affected by rapid population growth ?

During the presentation, the teacher should try to ensure the participation of all the students, and to identify those needing further help. These students should be given remedial instruction.

Materials to be used:

- a. One bar graph showing the country's population increase from 1981 to 1990.
- b. Three to four charts showing the status of the following:
(1) housing supply, (2) food supply, (3) the availability of clothing, (4) the provision of accommodation, (5) transportation services, (6) the development of agriculture, and (7) air and water pollution.

Evaluation : Observation/Test

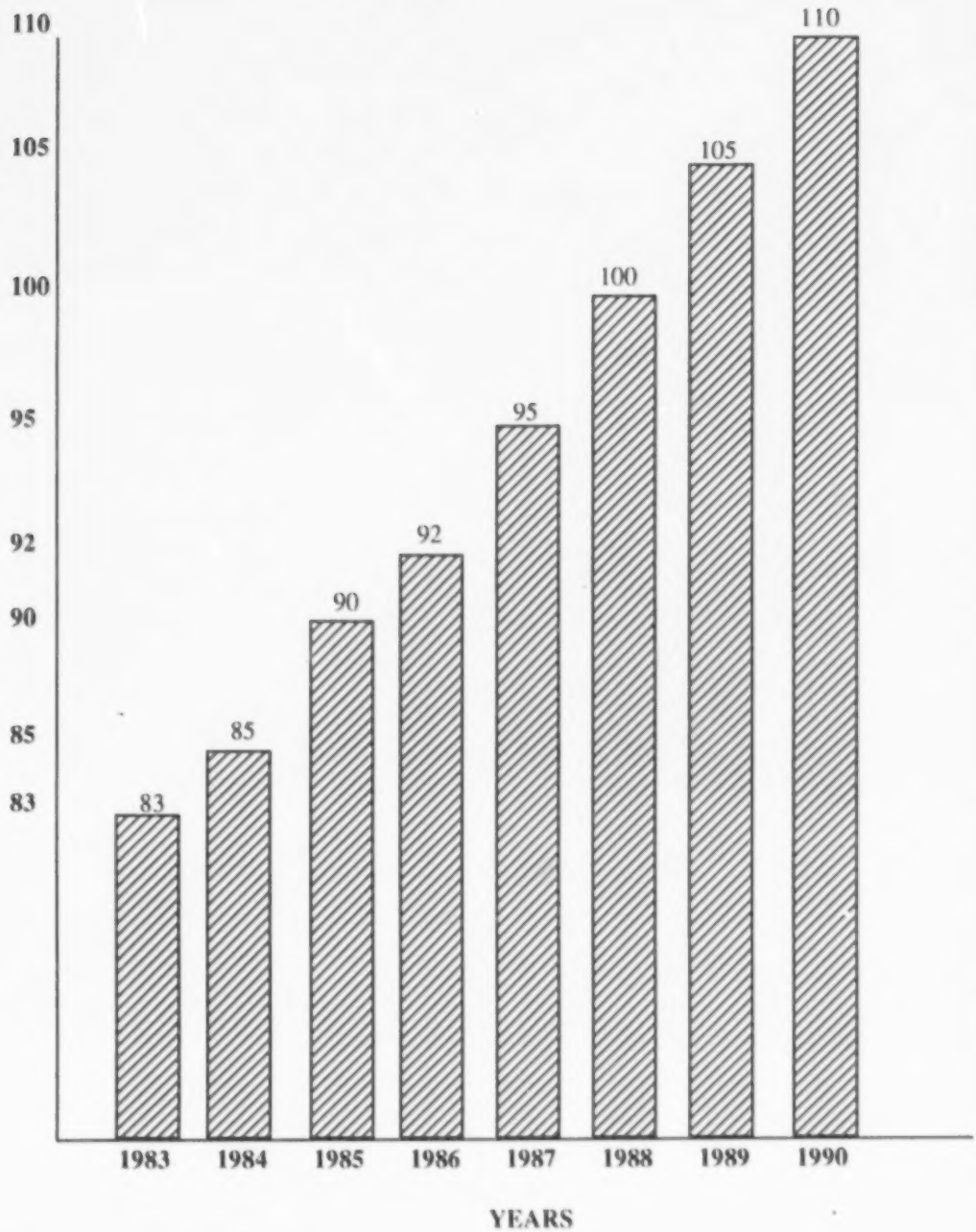
To assess the students' knowledge and skills, the teacher should adopt a continuous assessment approach and should identify students who are unable to answer the questions. Remedial instruction may be given to them.

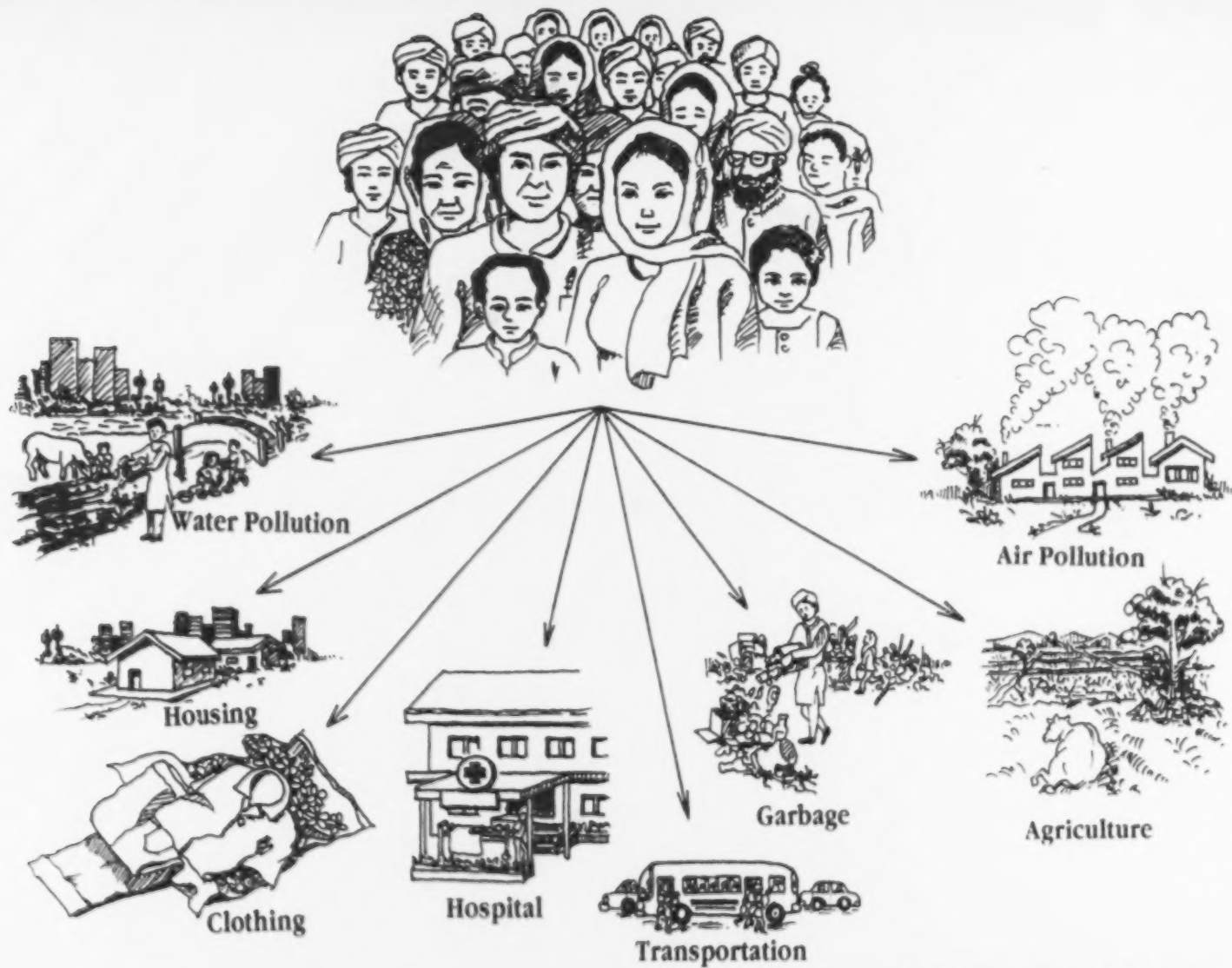
In assessing the students' performance , the teacher may ask additional questions or review the core messages.

She may focus on the following:

- What is the population growth rate in Pakistan ?
- What problems arise as a result of rapid population growth ?
- What is the reason for problems in agricultural development ?
- What causes environmental pollution ?
- How can we overcome population-related problems ?

**Population of Pakistan
(Since 1983 in Millions)**





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Title	: Living Things and their Environment
Class	: IV
Subject	: Science
Major Topic	: Population and development
Core Message	: Rapid population growth adversely affects the environment.
Objectives	: The students should be able to 1. recall that food comes from plants, directly or indirectly, 2. explain that plants release oxygen when they manufacture food. Oxygen is utilised by the animals when they respire. 3. explain that animals give out CO_2 when they respire. CO_2 is used by the plants when they manufacture food. 4. explain that CO_2 comes from the remains of dead animals. CO_2 is utilised by the plants in the manufacture of food. 5. recall that minerals needed by plants are produced from the remains of dead animals. 6. explain why both animals and plants are important for human survival. 7. identify problems inflicted on the environment, as well as on plant and animal resources, by unchecked population growth.

Synopsis

We all know that animals need plants to survive because oxygen and food are derived from plants. Plants also need animals as CO_2 and minerals are obtained from animals. We need both animals and plants to survive.

Methods

An audio or video tape can be played before the class, or the teacher and students can engage in role playing.

Teacher : From our previous lessons, we know that plants manufacture food for themselves as well as for animals. During this process, oxygen is produced. Oxygen is used by the animals in the process of respiration. Mahmud, can you tell the name of the gas that animals exhale ?

Mahmud : CO_2 , Miss.

Teacher : CO_2 is utilised by the plants in the process of manufacturing food. Can you think of any other ways by which animals can be useful to plants ?

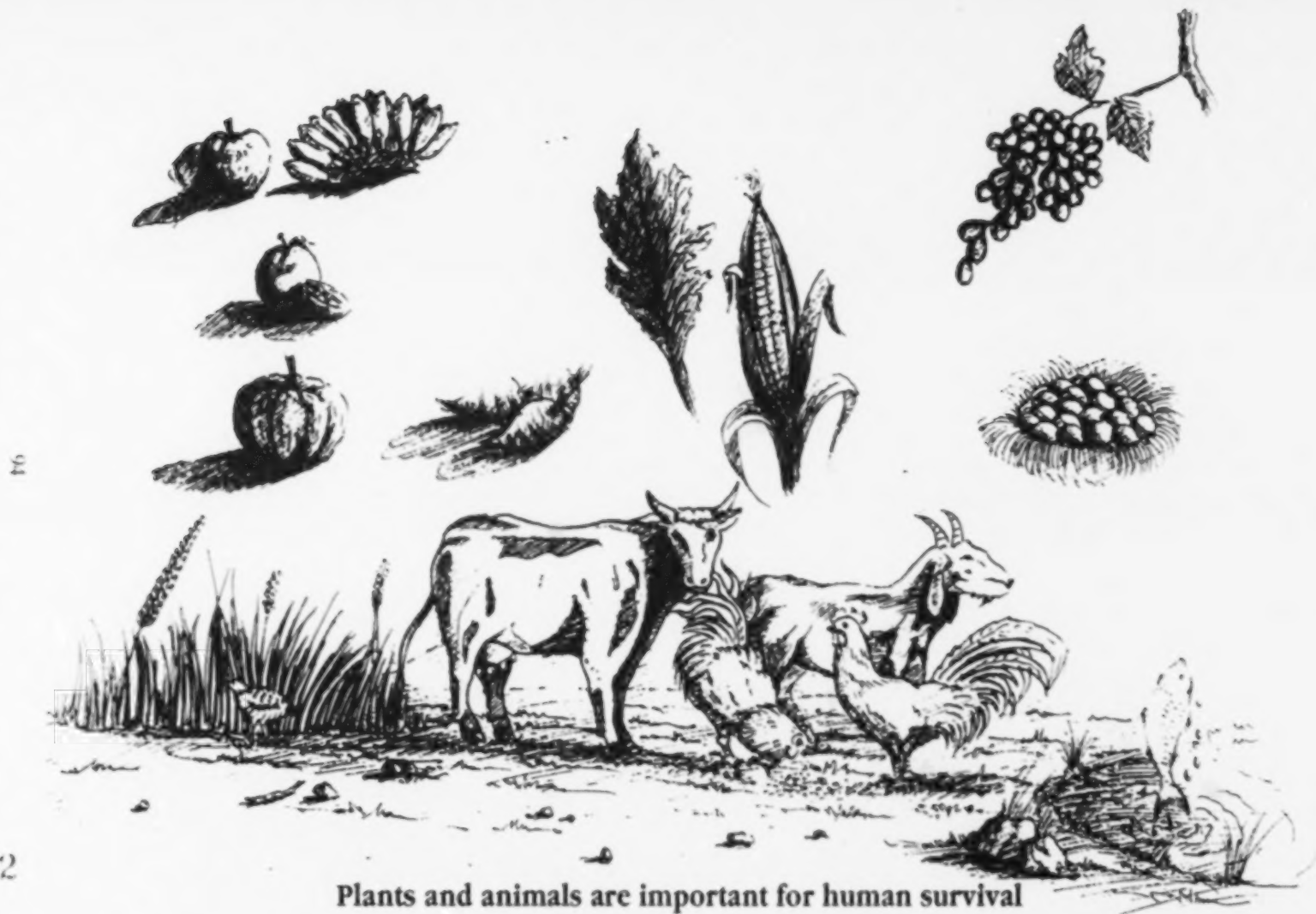
- Mahmud : Minerals produced by the remains of dead animals are used by the plants in the process of manufacturing food.
- Teacher : Now we know that plants provide food and oxygen for animals, while animals provide CO₂ and minerals for plants. We eat animals and plants. Let's look at how things happen. These are drawings of some animals and plants. Yasmeen, can you name any animal on this chart that eats the flesh of other animals ?
- Yasmeen : Yes, Miss. The frog eats insects.
- Teacher : Mahmud, can you identify any more animal of this type ?
- Mahmud : Yes, Miss. The crow, fish, snake, lizard and lion are some examples.
- Teacher : Fauzia, do you see any animal on the chart that eats plants.
- Fauzia : Yes, Miss. I can see a goat and an elephant, The goat eats grass and the elephant eats sugarcane.
- Teacher : Is there any animal that eats plants as well as animals ?
- The whole class answers: Yes, Miss ! The bear eats both. It eats fish and corn.
- Teacher : What does man eat ? What do you eat ?
- The class : Plants and animals.
- Teacher : Children, I am now going to ask you a very important question. If we eat all the plants, what will happen to the animals ?
- Razia : The animals will starve to death ! Oxygen supply will become less.
- Bushrah : But how can we eat all the plants ?
- Teacher : We can if our population goes on increasing the way it is doing now. Now, can you tell me how we can survive without animals and plants ? What will we eat and how will we respire ?

Evaluation

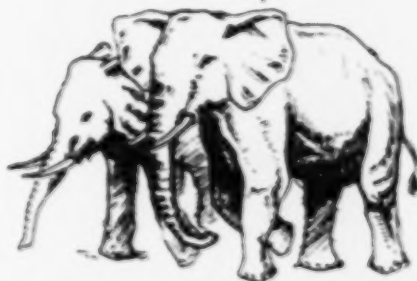
The teacher may ask the following questions:

- 9.1 Who manufactures food ? Animals or plants ? (Plants)
- 9.2 What is the name of the gas released by plants when they manufacture food ? How is it used by the animals ? (Oxygen for respiration)
- 9.3 How is CO₂ used by the plants ? (In manufacturing food)
- 9.4 Of what use are minerals to plants ? (In manufacturing food)
- 9.5 How are plants and animals useful to us ? (For providing food and oxygen (plants only))

- 9.6 What will happen to the animals if the availability of plant decreases drastically? (They also decrease)
- 9.7 What problem will arise if the animal population becomes too small ? (Scarcity of food)
- 9.8 What will happen if the world's population continues to increase further, depleting our animal and plant resources ? (Famine)
- 9.9 Show pictures of slum areas, destroyed environments, hungry people, and so on. Ask the class to react.



Plants and animals are important for human survival



104

Animals in our environment

105

Exemplar Teaching/Learning Materials

Title	: Shimim's Story
Class	: V one period (45 minutes)
Subject	: Social Studies
Core Message	: Elders are an asset to the family and the society.
Instructional Objective	: The students should be able to : 1. justify that elders are an asset to the family and the society. 2. identify various important roles which elders play in their home and community. 3. explain the manner by which younger members of the family should extend due respect to their elders.

Synopsis of the story included in the text book of Class V

Shimim lives in a small village. His father, the oldest person in the village, lives with three of his sons and 10 grandsons. Since his old house was very small, some of his family members had to live in a rented house for many years. They therefore decided to build a new house for themselves. Shimim's father took out a loan from the government and bought a piece of land. After they had built two rooms, the money started to run out.

Shimim's father thought that they might rent out two of the new rooms and the rentals would be spent to complete the house. All the family members thought this was a good idea.

Thus, Shimim's family built their house without borrowing extra money. Now, all the family members live in this house.

Additional Material

The family started to live a happy life in the new house. One day Shimim's father instructed each of his three sons to bring a stick from the forest. The sons did not understand why they had been asked to bring the sticks, but out of respect for their father, they obeyed. Their father asked them to bind the sticks together with a rope. He then asked them to break the bundle. Each one tried hard but failed. The father smiled and asked them to undo the rope and break the sticks one by one. The boys broke the sticks without any difficulty.

The father asked the boys what lesson they had learnt from the experience. The boys looked baffled. The father smiled and explained that when the sticks were tied together, they could not be broken. Once they were separated, they were easily broken. The wise, old man taught them a lesson: United, we are strong; divided, we become weak like the sticks which could be broken easily. The wise, old man used his experience to teach the young a useful lesson for successful living.

Methodologies

The teacher asks the students to discuss the importance of the elders in a family/society, and how and in what way they are useful.

The teacher reads the first paragraph of the text and asks the students what they would have done in the situation.

The teacher tells the students to read the last two paragraphs and asks whether they think Shimim's father was wiser than the other members of the family. The teacher may ask the students about their attitudes to their elders after listening to the story.

Evaluation

T/F questions

- a. Shimim's father is still young.
- b. Shimim's family is a large family.
- c. The old house was so large that some of the rooms could be rented to other villages.
- d. Shimim's father decided to build a new house because his large family lived in an over-crowded old house.
- e. After they had built some rooms in the new house, the money was almost finished. The second son found enough money to continue the construction of the house.
- f. Shimim's father thought that they might rent out some of the new rooms and use the income to complete the house.
- g. The family agreed that this was a good idea.
- h. If the family did not respect the father's opinion, they would have failed to finish their new house.
- i. All the members of Shimim's family moved to the new house.
- j. Shimim's father asked his sons to gather sticks to cook a meal.
- k. The sons could not break the sticks when they were bound in a bundle.
- l. The father taught them a lesson using a practical example.



The three sons of the old man try to break the bundle of sticks.



The sons managed to break the sticks when these were separated.



The old man sitting by his new house